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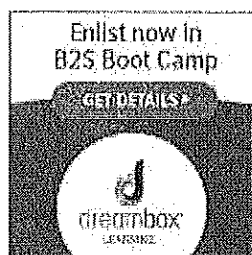
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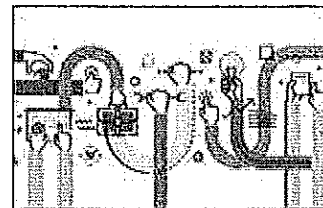
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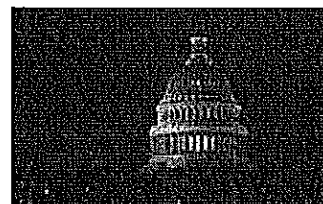
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Republicans in Congress want to get a major tax-reform package done, and if they're successful, it could have big ramifications for teachers and state and local school funding across the country. [Read more.](#)

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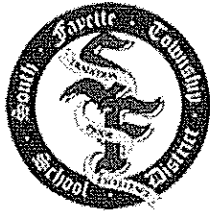
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From: Education Week Teacher

Sent: Thursday, August 10, 2017 3:30 AM


To: Derksen, Nick

Subject: Teacher Update: Bring Movement Back to the Classroom (Opinion)


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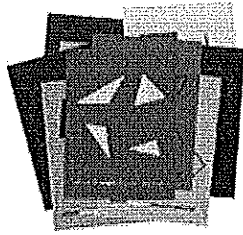
As the United States becomes more politically divided and some students face bigotry and hostility, teachers must create inclusive environments in their classrooms, argues educator Precious Crabtree. [Read more.](#)

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FIRST PERSON

Learning in Motion: Bring Movement Back to the Classroom

Physical activity is an important aspect of children's development, writes Marwa Abdelbary. Teachers should incorporate movement in the classroom to strengthen their students' cognitive skills and physical health.

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Meeting the ELA Learning Needs of All K-5 Students

This paper presents what research and expert opinion have to say about integrating explanatory formative feedback and scaffolded learner support into teaching and learning, and goes on to explain how Velocity, an adaptive learning system designed for K-5 students, aligns with this research. [Download now!](#)

Some Top U.S. Educators Went to Finland. Their Big Takeaway: Empower Teachers

Five state teachers of the year traveled to Finland to learn about the country's new national curriculum and the Finns' ways of teaching and learning. [Read more.](#)

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Building a Community of Readers—Driving Student Engagement Through Collective Impact

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[Click here to attend this free live event.](#)

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SPONSOR WEBINAR - Wednesday, Aug. 16, 2017, 2 to 3 p.m. ET

The Creative Journey: Blazing an Arts-Integrated Pathway to Educator Capacity & Instructional Innovation

Arts integration can create positive change for students and educators alike. This session will showcase the journey and successes of Prince Georges County Public Schools in supporting innovative instruction across the curriculum. [Click here to attend this free live event.](#)

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= A **Career and Technical Education at a Crossroads**

Career and technical education programs are attracting renewed attention and support in schools. But they're also facing new challenges of quality and equity. In this webinar, hear how several states are tackling these issues. [Click here to attend this free live event.](#)

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From: Hinman, Will
Sent: Friday, October 13, 2017 11:57 AM
To: Cupp, Bob; cuppb3@wcoil.com; Derksen, Nick
Subject: Fwd: info for education and poverty cmte

Sent from my iPhone

Begin forwarded message:

From: Bob Cupp <cuppb3@wcoil.com>
Date: September 7, 2017 at 5:21:10 PM EDT
To: <Will.Hinman@ohiohouse.gov>
Subject: RE: info for education and poverty cmte

This is for us now to see how it might be presented at a future task force meeting as the task force explores what has been shown to work. Put it in the Task Force's electronic file for use later.

From: Will.Hinman@ohiohouse.gov [mailto:Will.Hinman@ohiohouse.gov]
Sent: Thursday, September 7, 2017 4:34 PM
To: Bob.Cupp@ohiohouse.gov; 'Bob Cupp' <cuppb3@wcoil.com>
Subject: FW: info for education and poverty cmte
Importance: High

Let me know if you would like to distribute this information to members of the task force, or if you need me to do any follow up.

Will

From: Darold Johnson [mailto:djohnson@oft-aft.org]
Sent: Thursday, September 07, 2017 4:24 PM
To: Hinman, Will <Will.Hinman@ohiohouse.gov>
Cc: Rep04 <Rep04@ohiohouse.gov>
Subject: Fwd: info for education and poverty cmte
Importance: High

Darold Johnson
Ohio Federation of Teachers

Dir. of Legislation and Political Action
Work: 614-257-4191
Cell: 614-3093762

Hi Rep. Cupp

This email is a follow up to our conversation last month about identifying programs that work to address issues associated with poverty and that close the achievement gap. Because poverty affects students and families we support the Cincinnati Public Schools community learning center model that has been in effect since 2006. Attached are two evaluation models that speak to return on investment by the New York model that Cincinnati replicated and an overall evidence based review of what is nationally called Community Schools. Addressing the issues of poverty has to address the whole family needs and provide role models that provide alternatives that family members may not have, such as a high graduation or college attendance. Integrated services allows multiple funding streams to help address additional problems faced by low wage students and families, it also allows education dollars to be maximized without draining education dollars while increasing service opportunity for health, mental health, dental, mentorships and tutoring.

Second, I have have provided information about the EL Education model that has proven results of closing the achievement gaps and having 100 percent of high school students graduate and get accepted to college. However, in order for this process to work it requires school buildings and teachers to change how they operate. This is not offered as a legislative fix but one of several models that have been proven to work. Yellow Springs Exempted Schools has instituted a K-12 project based program that is the capstone element of EL Education and the Graham charter schools in Columbus uses this model in their K-12 schools. I have attached an Atlantic Monthly article that highlights the success of EL in a New York City school. OFT President, Melissa Cropper would appreciate an opportunity to speak to the taskforce about the integrated method needed to succeed. As you know, she taught and lives in Georgetown, Ohio, a rural school district dealing with poverty and opioids like many schools across the state. She knows first hand what these schools are facing and has also seen what works in Ohio, nationally and internationally.

We welcome your comments, questions, and invitation. We also appreciate you undertaking this effort.

Bridges to Success (Indianapolis) Celebrates 20 Years on June 17

Visionaries return home for 20th anniversary of innovative school community engagement partnership

A unique approach created 20 years ago in Indianapolis -- and now replicated across the country -- changed how services for children and families are delivered. Bridges to Success celebrates June 17 with its visionary creators, Irv Katz, former president and CEO of United Way of Central Indiana, and Dr. Shirl Gilbert, former superintendent of the Indianapolis Public Schools. They return to the Circle City to celebrate the innovative community schools initiative launched by IPS and UWCI in 1993-94.

A community school is a strategy that organizes community supports for student success. "BTS takes a unique approach by working with systems already in place and changing how and where services are delivered," founding Director Cynthia Oda said.

Piloted in six schools two decades ago, more than 200,000 IPS students benefited from the BTS partnerships strategy operating today in 20 of the district's schools. More than 300 community-based organizations, businesses, and service providers have collaborated in providing a menu of strategically aligned services for youth and their families. Led by UWCI and IPS, BTS school-based partnerships create the school as the hub of the neighborhood.

Services include mentoring, tutoring, health, mental health, extended-day, parent engagement, adult education, academic enrichment, community-based service learning, personal fitness, workforce development, college and career readiness, family assistance, financial counseling and food pantry programs. Provider organizations partner with school communities to secure, coordinate and deliver services onsite or linked to public schools.

In 2001, researcher and author Joy Dryfoos identified BTS as one of three most promising community schools initiatives across the

country. The BTS initiative had been replicated in 12 sites beyond Indiana by that time.

"The community school is a sustainable, stable and resource-efficient method of providing educational equity for every child, every day," former Director Nedra Feeley said. "The strategy connects the community and its partners to a school with a deep collaborative relationship to provide the school, the families and their children with the resources and support to achieve academically. It is the common sense promise of the future of education for all of us."

Katz and Gilbert will be honored at a breakfast celebration June 17 at Marian Inc. on the Indianapolis Near Eastside. More than 250 initiative partners, educators, district leadership, and other stakeholders are expected to participate.

"A community collaborative like BTS brings together developmental nutrients and opportunities for children and communities where they are not as accessible or abundant," Katz says. "Community schools are in this sense, and more often broadly are, a boost to family and community asset development."

Massachusetts State-wide School-Community Partnerships Meeting a Huge Success

More than 250 educators, community partners, higher education staff, and others from across Massachusetts gathered on November 21 for a full-day statewide event focused on growing and deepening school-community partnerships. The event, titled "Real Partnerships, Real Change: Improving Student Outcomes Through School-Community Partnerships" was co-hosted by the Coalition for Community Schools along with the Massachusetts Child & Youth Readiness Cabinet, the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Full-Service Schools Roundtable, the School & Main Institute, and the Irene E. & George A. Davis Foundation.

The conference was part of the Coalition's effort to promote scale up of community schools across the country.

Introduction

As interest in community schools has grown among parents, educators, policymakers, and community leaders in recent years, so has the need to measure the value of these innovative social initiatives. Increasingly, foundation executives, public agency officials, and other contributors who provide funding and other supports for community schools want clear evidence of the results of their investments. They want to know there is a measurable outcome that has real social value. They also want to be able to understand and express that social value in monetary terms.

According to the Coalition for Community Schools, a community school is “both a place and set of partnerships between a school and other community resources.”³ Although no single uniform model exists, community schools share a common vision to “create an integrated set of learning opportunities and services that help young people develop academically, emotionally, physically, and socially.”⁴ Community schools have multiple goals that include school readiness; student academic success; physical, social, and emotional health; and parent and community engagement.⁵

To accomplish their goals, community schools integrate multiple services and supports, including early childhood learning opportunities, academic enrichment, health care, youth development, parent education, and family support. They provide these services during the school day, before and after school, and often during the weekend and summer to further encourage and facilitate community participation and student involvement. Some services are provided directly by schools using school staff; others are provided by community partners, including early learning programs, health care providers, youth development organizations, social services agencies, institutions of higher education, and other public and private organizations.

Community schools have achieved significant success in recent years not only in student academic achievement, family participation, school environment, and community engagement, but also in expanding their reach to students and parents in vulnerable communities. Currently, as many as 5,000 community schools are operating in 44 states and the District of Columbia and serving an estimated 5.1 million

3. National Center for Community Schools, *FAQ on Community Schools* (NY, NY: The Children's Aid Society, National Center for Community Schools, <http://nationalcenterforcommunityschools.childrensaidsociety.org/faq/on-community-schools>) (accessed February 8, 2013); Martin J. Blank et al., *Making the Difference: Research and Practice in Community Schools* (Washington, DC: Coalition for Community Schools, May 2003), p.2.

4. Martin Blank et al., *Financing Community Schools: Leveraging Resources to Support Community Success* (Washington, DC: Coalition for Community Schools, November 2010), <http://www.communityschools.org/assets/1/AssetManager/finance-paper.pdf>.

5. Coalition for Community Schools, *Community Schools: Partnerships for Excellence* (Washington, DC: Coalition for Community Schools, n.d.), <http://www.communityschools.org/assets/1/1/PartnershipsforExcellence.pdf> (accessed December 22, 2011).

“Community schools create an environment where kids are better able to learn and teachers can focus more on instruction.”

—Randi Weingarten, President, American Federation of Teachers
Schools and Communities: Stronger Together, *The New York Times*

students.⁶ Several cities, including Chicago, Illinois, and Portland, Oregon, use the community school model as a primary education reform strategy.⁷

An early review of evaluations of 20 community schools across the nation showed a positive impact on students and families, including increased learning, improved attendance, and stronger family participation.⁸ More recently, evaluations focused on mature community school sites—defined as those operating for five years or longer—found similar and other positive outcomes, including higher standardized reading and math scores, increased rates of attendance, improved youth behavior, and greater parent involvement.⁹ Studies have also found that community schools have other advantages over traditional schools, including their ability to leverage additional funding—up to \$3 of additional funding for every \$1 in school district investment.¹⁰

Arguably, one of the most important and overarching goals of community schools is to transform the whole school environment in positive ways. In turn, this impacts family involvement and student achievement.¹¹ Although educators understand the significance of a positive and supportive school climate in which teachers, parents, and others are actively engaged in supporting student success, it can be very challenging to measure and monetize these outcomes, in part, because the effects are often additive and long-term. Further, many of these

effects cannot be measured by scores on standardized achievements tests.

What Is the Purpose of This Guide?

Social return on investment (SROI) offers a new strategy to measure and communicate the value of outcomes achieved by programs that provide social, health, and education services to children, youth, and families. When applied to community schools, SROI can be a powerful tool for demonstrating the monetary value of programs and services and communicating that value so it is understood at an economic level and resonates with public- and private-sector investors.¹² Accordingly, this guide aims to provide community school leaders with a tool to help measure and communicate the social and economic value of a community school and its programs.

This guide is based, in large part, on the lessons learned by The Finance Project (TFP) in developing a social return on investment case study of two community schools operated by The Children's Aid Society (Children's Aid) in partnership with the New York City Department of Education. Children's Aid currently operates 16 community schools, serving children in elementary, middle, and high schools. Like many community schools, those operated by The Children's Aid Society provide diverse services before, during, and after

the school day, on the weekends, and throughout the year to help students develop academically and socially and to prepare them to be successful in school and life.

TFP staff began by reviewing the growing body of literature on strategies for applying more traditional return on investment analysis commonly used in business to social innovations. In partnership with Children's Aid, TFP staff adapted approaches designed and implemented elsewhere to the specific needs and context of the Children's Aid community schools in order to create a practical and manageable way to measure the value of investments in this established program. Based on this experience, the guide outlines ways to apply SROI analysis to other community schools.

The guide provides a step-by-step approach to measuring SROI and using the analysis to inform investment decisions. It offers examples to help community school leaders implement the outlined steps. It also suggests questions to ask and provides tips to ensure success in conducting an SROI analysis. In addition, the guide includes two major resources: an inventory checklist of outcomes and indicators by key stakeholders and a list of financial proxies that can be helpful in determining the value of community school programs and services. A companion report, *Measuring Social Return on Investment in Community Schools: A Case Study*, describes the approach and results of the case study of

6. Coalition for Community Schools, *Community School Initiatives: State to State* (Washington DC: Coalition for Community Schools, March 2009), http://www.communityschools.org/assets/11/AssetManager/State_To_State_report.pdf.

7. National Center for Community Schools, *Building Community Schools: A Guide for Action* (New York: National Center for Community Schools, 2011).

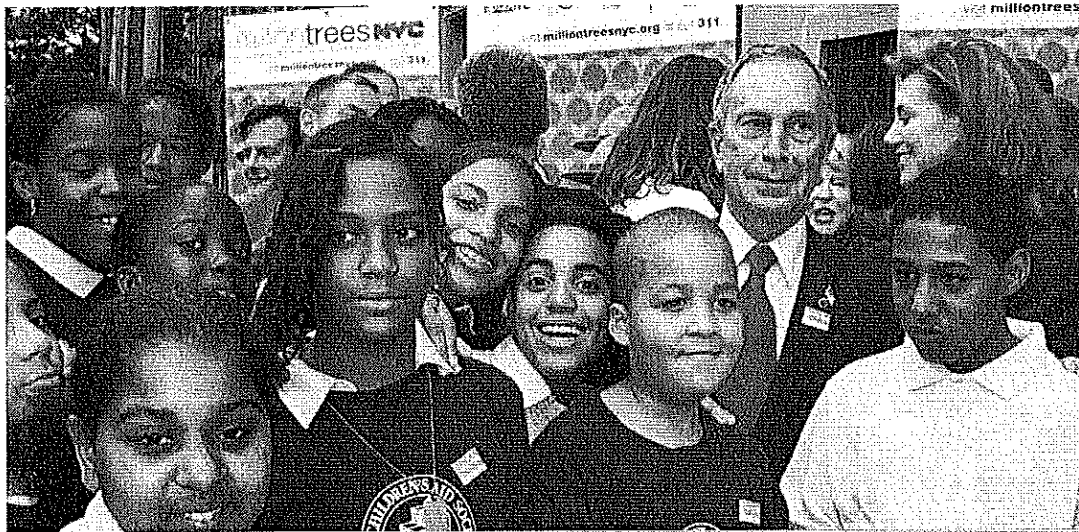
8. Martin Blank, Ardia McAville, and Bela Shah, *Making the Difference: Research and Practice in Community Schools* (Washington, DC: Coalition for Community Schools, 2003), <http://www.communityschools.org/assets/11/Page/CCSFullReport.pdf>.

9. *Research Report 09* (Washington, DC: Coalition for Community Schools, 2009). See also *Building Community Schools: A Guide for Action* (New York, NY: The Children's Aid Society, 2011).

10. Blank et al., November 2010.

11. National Center for Community Schools.

12. Tom Ralser, *ROI for Nonprofits: The New Key to Sustainability* (Hoboken, NJ: John Wiley and Sons, November 2007).



The Children's Aid Society EXCEL (college prep) students meet with Mayor Michael Bloomberg during the launch of the Million Trees campaign to beautify New York City.

The Children's Aid Society

two Children's Aid community schools in New York City, enabling leaders in other community schools to learn first-hand how SROI can be applied.

Taken together, the guide and the case study should positively contribute to what is emerging as an important analytic approach in evaluation research—applying return on investment concepts to social programs and initiatives. By including a rigorous economic analysis as an integral part of determining the quality of evidence, the two documents should also provide a sound basis for continuing efforts to strengthen the methodology and standards for future SROI calculations and enhance the body of knowledge on the costs and benefits of community schools.

How Can Social Return on Investment Be Defined?

Social return on investment is an innovative approach to measure the value of social outcomes in human services initiatives. Derived from concepts of business and economics, it builds on cost-benefit analysis, social accounting, and social auditing to measure and communicate the value of both monetary and nonmonetary program outcomes.¹³ SROI was first developed by REDF (formerly the Roberts Enterprise Development Fund).¹⁴ Practitioners and others in Scotland, the United Kingdom, and, increasingly, the United States use SROI to determine the social return on investment of policy and program

initiatives.¹⁵ According to Carla Javits of REDF, SROI helps answer the following questions¹⁶:

- How can we measure the success of our efforts?
- How do we know whether we are accomplishing what we set out to do?
- How can we make informed decisions about the ongoing use of our resources?

At the most fundamental level, return on investment is the difference between the total amount of monetary benefit derived from social investments divided by the total amount of monetary costs:

$$\text{SROI} = \frac{\text{Net Present Value of Benefits}}{\text{Value of Investments}}$$

13. New Economics Foundation, *Measuring Value: A Guide to Social Return on Investment* (London, England: New Economics Foundation, 2008).

14. Ibid.

15. Linda T. Tian, *Impact Planning and Improvement Measuring and/or Estimating Social Value Creation: Insights into Eight Integrated Cost Approaches* (Seattle, WA: Bill and Melinda Gates Foundation, 2008).

16. Carla Javits, REDF's Current Approach to SROI (San Francisco, CA: REDF, 2009).

Social return on investment analysis goes beyond basic return on investment analysis. It focuses on examining and quantifying the social returns to diverse beneficiaries, including children, families, and school communities, all of whom may have somewhat different interests in an intervention and may value the outcomes somewhat differently. For community schools, SROI offers a practical approach to measuring the social impact that services have on key beneficiary groups, such as young children, students, families, and the school community.

SROI methodology partially bases the assessment of value on the perception and experience of targeted beneficiaries. It uses indicators to assess what has changed over time, tells the story of this change and, where possible, assigns monetary values to these indicators. While the SROI analysis should be a rigorous methodology—one that is testable, replicable, and verifiable—it also recognizes that public and private funders have particular perspectives on how they define “value.”

Measuring the value of social returns requires placing a dollar value on events or conditions (outcomes) in a social context. Generally, that value can be realized in two forms:

- The *expected value of positive social gains* attributable to specific outcomes (e.g., the value derived from outcomes such as the number of young children who start school ready to learn or the number of young children who receive appropriate screening, diagnosis, and treatment for health and mental health conditions at an early age); and
- The *expected value of cost savings* from bad outcomes that are avoided. For example, community schools

might add value by avoiding the following negative outcomes: the number of young children who do not start school ready to learn and struggle academically; or the number of children who do not receive appropriate health screening and preventive care and develop serious conditions that require emergency care and hospitalization.

SROI measures the value of the benefits relative to the costs of investments in achieving those benefits; it results in a ratio. When applied to a community school or set of community schools, the value of benefits may include results such as the value of children attaining early literacy skills or health-related outcomes that result from children attending a school-based health clinic. The value of investment includes the costs of operating the community school, including in-kind costs such as donated space or volunteer time. Therefore, conducting an SROI calculation is about more than slotting figures into an equation. It requires thinking through activities, outcomes, and values related to community schools and then assessing how each key stakeholder group is affected.¹⁷

What Are the Challenges in Measuring Social Return on Investment?

Unlike for-profit corporations, nonprofit organizations are judged by their ability to achieve maximum social impact to solve problems related to their missions and resources, not by how much money they generate or accumulate.¹⁸ This partly explains the major challenge in applying an SROI analysis to community schools. Community schools have been successful

in their ability to generate program funding; however, putting a monetary value on the social outcomes that have resulted from this funding is complex. It requires placing a dollar value on events or conditions that generally are not monetized.

The particular challenge for community schools in valuing outcomes arises precisely because the comprehensive goal of community schools is to impact the child, the family, and the school community. For example, community school leaders will need to consider how to measure the value of investments aimed at improving the school climate for students and how to distinguish the value of those investments from those made to enhance classroom teaching or offer special academic programs. Similarly, leaders need to determine how to measure the effect of allocating resources to engage parents through adult education classes in terms that relate the benefits accrued to parents and their children.

The difficulty of monetizing outcomes is just one challenge in measuring community schools' social return on investment. Based on the experiences of TFP researchers, community schools are likely to face other challenges in conducting an SROI analysis (see *Challenges Facing Community Schools in Conducting an SROI Analysis* on page 11).

Why Is Social Return on Investment Important?

An SROI analysis can be a powerful tool for demonstrating the value of programs and services provided by community schools. It can also be a powerful tool for communicating value in a way that is understood at a fundamental economic

17. Raiser.

18. Jim Collins, *Good to Great and the Social Sectors: Why Business Thinking Is Not the Answer, A Monograph to Accompany Good to Great* (Self-published, November 2003).

Challenges Facing Community Schools in Conducting an SROI Analysis

- Recognizing the data is limited. No community school will ever have all the desired data to measure key outcomes and monetize those outcomes to determine the return on investment for the school.
- Determining which outcomes to measure. Community schools, by their nature, work with different individuals and institutions to achieve comprehensive impact. Their partners include students, parents, teachers, principals, and other community partners, each of whom have specific outcomes and value relative to community school goals. Choosing a few outcomes to focus on will always be a challenge.
- Incorporating important, but not easily quantified, outcomes. Many important areas that community schools address, including working with parents and the community, can be difficult to measure.



Healthy eating for the whole family. Green Youth Market at Fannie Lou Hamer Freedom High School, a Children's Aid Society community school in the South Bronx.

The Children's Aid Society

“We want to create community schools in distressed communities, where that community school becomes the hub of all the services that that child and that family needs to survive. There are all sorts of successful models to follow.”

—Andrew Cuomo, New York State Governor

State of the State Address 2013—(Governor Cuomo’s Urban Agenda highlights Children’s Aid Community Schools as one of the successful models to follow. www.andrewcuomo.com/urbanagenda)

level and that resonates with key audiences such as foundations, government officials, private donors, and community leaders. The results can provide practical benefits to a community school that is willing to undertake the rigorous work required as well as to funders and community leaders who want more information on the impact of their investments. Benefits of SROI analysis include:

- Aiding communication with external stakeholders and audiences because it places a monetary value on social outcomes that goes well beyond cost avoidance;
- Meeting the information needs of leaders who must decide which programs and program components to sustain and grow and which to scale back or eliminate; and
- Helping decisionmakers identify areas for program priorities, improvement, and reallocation.

Leaders and decisionmakers can use the findings from an SROI analysis of a community school to make policy and funding decisions. Therefore, it is important to ensure that the field has a significant level of confidence in the findings. The approach to conducting the SROI analysis will require balancing the analytic goals with the realities of the available data and the rigor of the methodology.

Developing an SROI can also force an organization to measure its work in ways not previously done. For example, measuring the value of parent education classes or of English-as-a-Second Language classes, as well as their

potential impact on children who attend the school, can be critical when defending those services against threatened budget cuts. A community school that can measure the monetary benefits accruing from working with parents in these classes, such as improved reading scores for children, could see additional support from policymakers for these services.

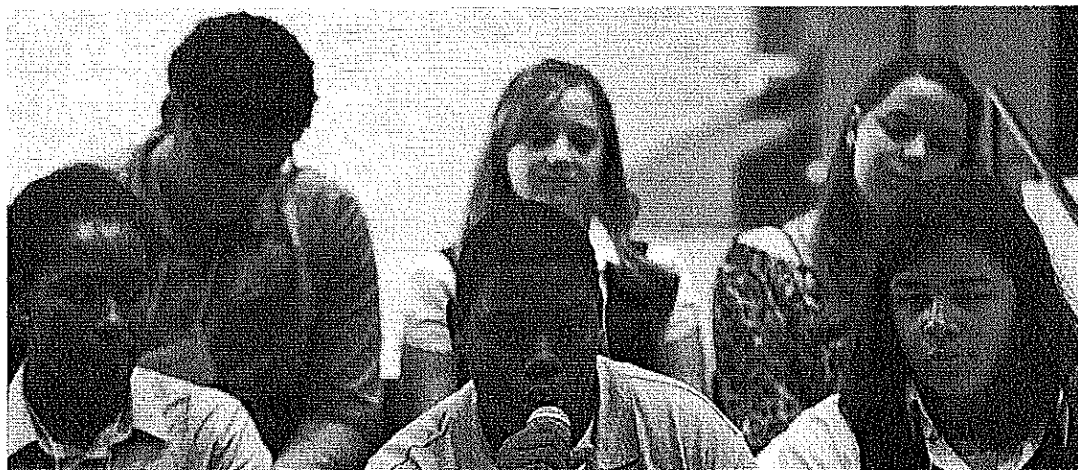
What Characteristics Do Community Schools Share?

Community schools follow different models, but they usually share core characteristics. In many ways, these characteristics are what differentiate a community school from a traditional school. Following are some key characteristics of community schools:

- *A comprehensive array of services.* Community school leaders believe learning needs to happen before, during, and after the regular school day. They strive to leverage key partnerships to provide enhanced services and supports that meet the needs of all families. Community schools often provide expanded learning opportunities before and after school and during the summer; adult education and parent engagement classes and workshops; and access to health, dental, and mental health services.
- *Coordination of services.* Central to most community school models is coordination of student and family services and integration of these services with the core instructional program.

- *Community and family involvement.* At the heart of the community school model is the principle that meeting the comprehensive needs of children requires working closely with students’ families and other adults in the community.
- *Whole school change.* Most community schools seek to transform schools with respect to issues such as fostering a student-centered school climate, creating a wellness environment at the building level, and developing school-community interventions focused on achieving a culture that promotes good school attendance and achievement.

Fundamental to The Children’s Aid Society’s community school model is its well-developed theory of change and school philosophy. The strategy is founded on a core belief that focusing on the education of children and the strength of the surrounding community results in a “web of support” for children’s optimal development. Depending on available program offerings at each school, students can participate in extended-day academic enrichment services or receive on-site or school-linked medical, mental health, and dental health services. Family and community members can also access early childhood or adult education programs. This comprehensive array of services is offered to students, and special efforts are made to reach out to students and families most in need of academic and social support.



High school seniors discuss challenges and rewards of the college application process at a Children's Aid Society national conference on community schools.

—The Children's Aid Society

How to Conduct a Social Return on Investment Analysis

A social return on investment analysis can take different forms, depending on the research goals. In particular, an SROI analysis of community schools can encompass the whole school organization or only specific program components of community schools. Several researchers are now pioneering approaches for this type of analysis.

The Finance Project developed the methodology outlined in this guide specifically to analyze the social return on investment of community schools. It adapted a methodology originally developed by REDF and the New Economics Foundation. As part of the approach, TFP staff identified the following key steps in conducting an SROI analysis:

- Step 1: Understand What to Measure
- Step 2: Prepare for the SROI Analysis
- Step 3: Model and Calculate the SROI

Step 1: Understand What to Measure

Engaging a group of key stakeholders, clarifying what to measure, and defining the parameters of the study are the first actions in conducting an SROI analysis. Before starting an SROI analysis, community school leaders must determine which program components to assess and how to assess them. Components can include early education and child care; academic support and enrichment; health services; and family programming. The complexity of the SROI analysis will vary depending on whether all components, or only specific components, are measured. Community school leaders must also determine whether they have the right resources and stakeholders to support the analysis.

Key Topics

- Engage stakeholders
- Review and refine the theory of change
- Define the analysis parameters

Engage Stakeholders

Engaging key stakeholders is an essential part of launching an SROI analysis. Key stakeholders can include community members, school officials, public- and private-sector leaders, and experts who can provide input on the design of the analysis and offer expertise in policy, evaluation, funding, and service delivery. In most cases, it is also important to include individuals who are directly impacted by the community schools, such as parents and teachers. The comprehensive nature of community schools and their intended goals—academic achievement, student health, parent engagement, teacher involvement, and early learning skills—suggest the need to engage individuals



High school students practice archery at a Children's Aid Society after-school program.

—The Children's Aid Society

who may represent highly motivated and interested stakeholders eager to support the analysis.

Accordingly, throughout the guide, the term "stakeholders" is used to refer to three primary groups, each of whom will need to be engaged at different times throughout the analysis:

- *Internal stakeholders*, such as principals, coordinators of community schools, service providers, and others directly involved in program operations;
- *Stakeholders who are intended beneficiaries* of the community school program, including students, parents, teachers, and community leaders; and
- *External stakeholders*, such as funders, school district officials, researchers, and evaluators.

A number of stakeholders can form an advisory group (see *Who Should Be Involved?* on page 17). This group can support the analysis by:

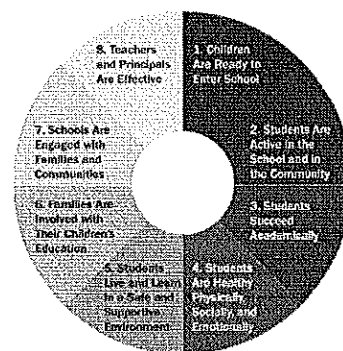
- Reviewing and offering feedback on the program components the community school leaders have chosen to study;
- Reviewing and offering feedback on the approach to analyzing and interpreting the study findings;
- Providing input on the format for the presentation of the findings to make them understandable and usable to a wide audience; and
- Identifying key audiences for dissemination, including potential funders and public officials.

Review and Refine the Theory of Change

The relationship between the program components and their respective outcomes is known as a "theory of change." For example, to demonstrate that "students are healthy physically, socially, and

emotionally," a community school needs program components focused on accomplishing this outcome, such as a school-based health clinic, a physical education program offered after school, or a school breakfast program. By merging the goal framework developed by the Coalition for Community Schools with the goal framework used by The Children's Aid Society, The Finance Project staff identified eight primary community school goals (see figure). Within each of the eight goals, community school programs have identified program components intended to achieve each goal.

Community School Goals



As part of the SROI analysis, reviewing the community school's theory of change can help community school leaders determine whether they have a clear and shared vision of what their program is intended to achieve. When designing an SROI study, community school leaders will need to reach a consensus on key goals and outcomes for measuring the impact of their community school (see *Accounting for Community Impact* on page 17).

Who Should Be Involved?

When identifying stakeholders to participate on an advisory group for your organization's SROI analysis, consider both the short-term and long-term value they can bring to the table. Whose input is needed to help you assess and accomplish your goals? How does each stakeholder add value and what can he or she offer? Following are stakeholders you should consider inviting to be part of an advisory group:

- Parents
- Principals
- Funders or Potential Funders
- External Evaluators
- Policy Experts
- Content Area Experts
- Local or State Government Officials
- Members of the Community

Accounting for Community Impact

A secondary goal of community schools is to add value to the whole community. However, an SROI analysis that takes both the positive and negative value of the community activities and demographics into account can skew the perception of the direct impact community schools have on the whole community. Measurable outcomes related to "communities are desirable places to live" include these:

- Community schools support families and improve family stability.
- Students and families feel safer in their schools and in the community.
- Strong community partnerships are evident.

Although several indicators can assess the value of these outcomes, it is unrealistic for community schools to attribute these values solely to their programs. Specifically, the number of people on unemployment and the amount of welfare spending in the community have little to do with the value of community schools. However, many community schools, including those sponsored by The Children's Aid Society, report that their services enable more parents to work. In addition, these schools try to hire directly from the community.

Defining the Analysis Parameters: A Children's Aid Case Study Snapshot

Results: All eight primary goals

Timeframe: Three most recently completed years, 2007 to 2010

Key research question:

- What is the SROI of a Children's Aid elementary school?
- What is the SROI of a Children's Aid middle school?
- How do the various Children's Aid program components contribute to overall return on investment?

Availability of data: Ongoing in-house data collection process. New York City Education Department data for 2007 to 2008 is available.



P.S. 5 in Washington Heights, New York City, a Children's Aid Society community school.

Summary of Key Questions in Step 1

1. What is the purpose of the SROI analysis?
2. What key questions are you trying to answer?
3. Who should be involved?
4. What resources—staff time, money, etc.—will be required?
5. Does the theory of change lead to results in each program component?
6. What program components should be included in the analysis?
Over what period?
7. Is the data readily available in house or obtainable from other outside sources?

Define the Analysis Parameters

The intended outcomes for community schools are the essential foundation for an SROI analysis (see Defining the Analysis Parameters: A Children's Aid Case Study Snapshot on page 18). Community schools provide a comprehensive array of supports and services to students and families and, therefore, they often have multiple goals and may be supported by several funding sources. Accordingly, community school leaders need to clarify the program goals and corresponding program components they intend to measure, the time frame the analysis will cover, and the goal(s) of the analysis. It also is important to determine whether sufficient outcome data are available to adequately measure progress toward intended outcomes across the identified program components. (See Summary of Key Questions in Step 1 above.)

In establishing the study parameters, community school leaders—and, potentially, an advisory committee—must undertake these activities:

- *Clarify the results to be measured and during what period.* When clarifying the results to be measured,

community school leaders need to specify the goals (outcomes) and the program components related to each goal. For a community school with multiple goals, leaders need to decide whether to include all outcomes in the analysis or focus on a single outcome (e.g., increased parent engagement) or a subset of outcomes (e.g., those related to student academic performance). They also need to determine the time period of the analysis (e.g., three years, five years, etc.). For a community school that has been operating up to five years, for example, they may decide to assess the first three or four years of operations. In contrast, for a more mature community school that has been operating for many years, leaders may decide to focus only on the most recent school years for which complete data is available. Regardless of the period, each year—calendar, fiscal, or academic—must have complete financial information and corresponding program data.

- *Propose key research questions to be answered.* Key research questions guide the SROI analysis. These

questions should frame the findings from the analysis as well as the conclusions and recommendations, if any. For many community schools, the primary research question will simply be this: "What is the return of the community school investment to society?" Leaders of other programs may want to address comparative questions. For example: "Do the early learning program components yield a greater return than the student achievement program components?" "Should the school invest more in this area than in that area?" Community school leaders should be aware that a more complex set of questions generally requires a more complex analysis.

- *Assess the availability of data that will be used to measure program outcomes.* When defining the analysis parameters, community school leaders need to take a careful inventory of the available data. For example, if the community school started 10 years ago, student data archived in paper format may be inaccessible. Community school leaders need to choose for analysis years for which they have complete and accurate data.

Step 2: Prepare for the SROI Analysis

The Finance Project adapted a model for conducting an SROI analysis on community schools based on an accepted framework of key outcomes that community schools are expected to achieve.¹⁹ These outcomes were cross-linked with comprehensive indicators that researchers commonly use to measure progress toward these outcomes. This guide provides a general framework that can and should be tailored to the needs of a particular community school. A challenge confronting program leaders is accounting for the complexities of how community schools work and fit into an outcomes-based model. Therefore, after clarifying what to measure, program leaders must begin to gather data on the costs and measurable outcomes attributable to specific programs and program components.

Key Topics

- Determine a sample
- Establish a data collection process
- Collect outcome and cost data, including in-kind costs
- Identify outcomes and indicators to be measured and collected
- Develop an impact map

Determine a Sample

In an SROI analysis, the study sample should center on specific program components at individual school sites and on service delivery methods. When choosing the right school sites and services for the study sample, the school or schools selected for the analysis should operate at the preferred scope and scale. For example, if community school leaders

want to measure students' academic success, and an afterschool program is used to support students in reaching this goal, the research team should select a school that includes an afterschool program with all core components, such as math, literacy, and science ("scope"), at the desired level of service, such as 100 students ("scale").

Two primary models can be followed when determining the sample of schools:

- *Full model programming.* If program leaders plan to measure the value of the entire community school model, schools that are considered to have "full model" programming should be considered for the analysis. Full model programming includes every program component offered by the community school.
- *Single community school goal.* Program leaders can also decide to measure the value of a single goal and the value of the related activities. If a single goal is the focus of the analysis, program leaders will want to pick a school or schools with the best measurable results based on past performance.

Community school leaders should also consider the longevity of the programs at their school. Selecting programs with an established track record of service as part of the sample sets a baseline for determining the social return on the community school's participants and on other students who attend the school but may not participate in all community school activities. This is known as a "spillover effect." The spillover effect includes positive or negative effects on other students, the school, or the

community as a result of the presence a community school program.

In both sampling models, the number of included schools can vary. For example, for its case study, The Children's Aid Society focused on two of its sites: Salomé Ureña de Henríquez Campus, one school campus with two middle schools and one middle school-high school (grades 6–12); and PS 5 Ellen Lurie, its elementary school feeder. Community school leaders may pick more than two schools for their analysis; however, including more schools increases the amount of data and the complexity of the analysis.

Establish a Data Collection Process

Once community school leaders identify what to measure, they must design an approach for collecting the information required to conduct the analysis (see Key Questions to Answer When Establishing a Data Collection Process on page 21). One point person should be assigned to oversee the data collection process and identify relevant sources of data. The data point person can be a member of the community school's staff or school personnel with knowledge of cost and outcome information that is gathered and/or reported routinely.

The data point person is instrumental in ensuring that the right data—from the right source and for the right period—is collected and organized in a timely and orderly manner. Tracking and cataloging are essential parts of his or her responsibilities. Outcome data and cost data need to be managed in a centralized fashion. Specifically, saving information in organized files on a computer and using software programs

¹⁹ Coalition for Community Schools, *Community Schools: Promoting Student Success, A Rationale and Results Framework* (Washington, DC: Coalition for Community Schools, n.d.), http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework.pdf.

Key Questions to Answer When Establishing a Data Collection Process

- Where are the data housed?
- Who is responsible for the data?
- Does the data measure the intended outcomes?
- Who will collect the data?
- Who will organize and manage the data?
- What electronic system will be used to organize and manage the data?

What Cost Data Should Be Included in the SROI Analysis?

- **Program Costs**, including all staffing costs, materials, and supplies for providing the direct services; these costs can usually be taken directly from a program budget.
- **Overhead/Administrative Costs**, including the costs of providing support to all the community schools, such as policy development, payroll and benefits, and program oversight and management. These costs are often listed in the organization's line-item budget. Some community schools likely have an indirect cost rate, ranging from 5 percent to 10 percent, but leaders of other community schools may need to calculate this rate themselves.
- **In-kind Costs**, such as the value of the space that is provided at a free or reduced cost, the value of food costs for afterschool programs provided by the school, and the value of volunteer staff and other in-kind services. These costs will likely need to be imputed.

“The community schools strategy has always made a lot of sense to me. My late wife, Judy, was an early childhood educator and I learned from her how important parental engagement and strong support services are to helping our children succeed in school.”

—Steny Hoyer, Member of the United States House of Representatives
Building Community Schools: A Guide for Action. (New York City: The Children’s Aid Society, 2011).

such as Microsoft Word and Microsoft Excel to manage the data are necessary to ensure the information is clear, concise, and usable.

Collect Outcome and Cost Data, Including In-kind Costs

Two types of data need to be collected for an SROI analysis: cost data and outcome data.

- *Cost data* reflects the monetary value of resources required to operate a community school and its corresponding program components. It is also known as the “value of the investment.” Cost data can be gathered from budgets and internal accounting systems.
- *Outcome data* can be gathered from program information, evaluation studies, and other external sources that require regular reporting, such as the local school district or health department.

Outcome information that is translated into a monetary value (discussed in detail in Step 3) is the “value of the benefit.” It is good practice to gather information on costs and outcomes for more than one year, preferably three to five years, and to calculate the average to avoid problems associated with single-year data that may not be representative.

Cost Data. Three primary types of cost data will be needed to complete an SROI analysis:

- Program cost data;
- Overhead/administrative cost data; and
- In-kind cost data.

Gathering cost information is relatively straightforward (see What Cost Data Should Be Included in the SROI Analysis? on page 21). Most information is available in community

schools’ budgets, partner schools’ core operating budgets, and reports of annual expenditures.

Resources that entail costs not shown up in a budget—such as donated space and volunteer time—must be measured by developing values based on market rates for goods and services contributed to the program. For example, because the community school strategy requires partnering with local public schools, the community school leader must estimate the cost of space (i.e., rent, maintenance, and utility costs for school facilities). If the community school leader does not know the in-kind cost of the school building, the district administrators should have this information. In this instance, the community school leader will need to coordinate with the appropriate district or school staff member to estimate the cost of space.

Organizing the cost data in accurate cost categories is another important part of the data collection process. The Children’s Aid Society gathered its costs, directly related to outcomes, in several major areas:

- Early childhood program(s);
- Out-of-school time programs;
- Parent engagement and adult education programs;
- Individual regular school day operations;
- Health center operations; and
- In-kind services, including space, materials, and volunteer time.

Outcome Data. TFP staff has developed an inventory checklist to help community school leaders identify, track, and collect the corresponding outcome data available for community schools. This checklist can be used to help community school leaders take stock of the data collected in house and by other external sources (see Sources of Outcome Data above). For example, The

Sources of Outcome Data

- In-house data (program or school records)
- City departments, including education, police, planning, health, and mental health
- State Division of Criminal Justice Services
- U.S. Census Bureau

Children’s Aid Society was able to obtain a large amount of data from the New York City Department of Education’s website. The department collects data on performance and accountability for all schools, including student performance and school climate information, through school surveys and quality reviews. Once a list of outcomes and indicators has been identified (see next section), outcome data can be tracked using an impact map.

Identify Outcomes and Indicators To Be Measured and Collected

In a community school model, there are several direct and indirect beneficiaries. The focus of the SROI analysis should be on the beneficiaries most aligned with the community school’s projected goals:

- Children from birth to age five;
- Students;
- Families; and
- School community.

Some community school leaders may divide the “students” category even further into elementary, middle, and high school levels, depending on what they plan to measure. Community schools have other stakeholders, including staff, volunteers, funders, and taxpayers, but the objective of the analysis is to assess

Table 1: Community School Goals and Outcomes Crosswalk

Goals	Outcomes
Goal 1: Children are ready to enter school.	Children attend high-quality early childhood programs.
	Children have developed social and emotional skills.
	Children have adequate motor development.
	Children have adequate physical well-being.
	Children have attained cognitive and early literacy skills.
	Children are motivated to learn.
	Children, parents and the school support a smooth transition to kindergarten.
Goal 2: Students are active in the school and in the community.	Students have positive relationships with teachers.
	Students are connected to the school and the community.
	Students have positive relations with adults in the community.
Goal 3: Students succeed academically.	Students have access to education services and supports inside and outside school.
	Students have postsecondary plans.
	Students attend school regularly and stay in school.
	Students are graduating high school.
	Students do not repeat grades.
Goal 4: Students are healthy physically, socially, and emotionally.	Students are achieving academically.
	Students demonstrate competencies based on the Collaborative for Academic, Social, and Emotional Learning.
	Students have adequate well-being.
	Students have access to good nutrition.
	Students have access to quality health care, dental care, and mental health services.
Goal 5: Students live and learn in a safe and supportive environment.	Students have access to health and physical education opportunities.
	Students are safe in their school.
	Students live in a safe, stable environment.
Goal 6: Families are involved with their children's education.	Families support their children's education.
	Parents, teachers, and peers have high expectations for students.
	Parents are active participants in the school.
	Multiple opportunities for parent engagement exist.
Goal 7: Schools are engaged with families and communities.	Schools regularly communicate with and help support families.
	Schools are seen as a resource for parents in the community.
Goal 8: Teachers and principals are effective.	Teachers are highly qualified.
	Teachers improve student performance.
	Teachers are supported by the school.
	Strong and effective school leadership is evident.
	Teachers understand their students and have cultural competence.
	School faculty and administrators closely align the core instructional program with expanded learning opportunities (including after school and summer programs).

Table 2: Major Groupings of Indicators by Beneficiary

Children Birth to Age Five	Students	Families	Schools
Psycho-Social Development	Psycho-Social Development	Family Engagement	Teacher and Principal Engagement
Health and Mental Health	Academic Achievement	Parent Participation	School Safety
	Health and Mental Health	Parent Satisfaction	Teacher Quality

Table 3: Impact Map Layout, Part 1

Outcome	Indicator	Indicator Proxy	2008	2009	2010	3-year Average/ Estimate
Children attend early childhood programs.	Total enrollment and attendance in Head Start, Early Head Start, or other formal early child care programs offered by Children's Aid	Total enrollment	134	138	138	136
		Average daily attendance	118	120	121	120
Children have adequate physical well-being.	Number of visits to community school health center for early childhood checkups	Health center visits by children 4 years old and younger (does not include first aid)	296	342	217	285
Children have attained cognitive and early literacy skills.	Measures of child literacy and language development: recognizing letters; counting to 20 or higher; understanding concepts of print; listening, and speaking; and reading or pretending to read.	Peabody Picture Vocabulary Test (PPVT) scores for a nationally representative sample	N/A	N/A	29 (52%)	29
		Number of students enrolled in the community school's reading program	N/A	N/A	28 (50%)	28



the impact on those most affected by their programs and services.

The Finance Project staff identified community school outcomes and related indicators associated with each community school goal. Each of the eight identified community school goals was mapped to more than 40 related evidenced-based outcomes (see Table 1). Furthermore, TFP researchers developed inventory checklists for each goal, arranged by stakeholder, outcome, and indicator, to help community school leaders take stock of what data is available for the community school program components and jump-start the data collection process (see Appendix A: Data Inventory Worksheet).

Indicators are benchmarks for measuring progress toward desired educational, environmental, social, and health-related outcomes. Using established indicators for measuring these outcomes is the primary method to assess change and progress toward desired community school goals. For example, data on student attendance and enrollment in a 21st Century Community Learning Center afterschool program is one indicator of whether students have access to education services and supports inside and outside school. Not only must indicators be identified, but they must

also be organized by the categories of key beneficiaries. Table 2 lists indicators by intended beneficiary. The list of indicators is not exhaustive, but it can support community school leaders' thinking.

Data routinely collected by community schools is unlikely to be complete for the purposes of an SROI analysis. Many community schools do not address each indicator listed in Table 2. Nor do most community schools collect data on every outcome and indicator identified in Appendix A. However, they are likely to collect some information related to every goal they expect to achieve.

An inventory checklist provides a way of assessing whether available data is sufficient to measure progress toward relevant outcomes and, if not, identifying what other types of information can be helpful. Community school leaders can use the checklist to identify and track the outcomes they measure and indicators they already collect. Other indicators can be added, as needed, and are not limited to ones already included in the checklist. Ultimately, the inventory checklist will guide development of an impact map of the community school program components that community school leaders plan to measure.

Develop an Impact Map

An impact map is the most essential data tool for the SROI analysis. It captures how a program component makes a difference, what kind of difference, and to whom. Development of an impact map ensures that program leaders properly account for the benefits to specific beneficiaries. The map brings together in one place all outcomes, indicators, and financial values. This is an important part of an SROI analysis, because many outcomes have a benefit to one or more beneficiaries and some indicators lead to the same outcome. Double counting of the value of the benefit can occur without proper monitoring. Each outcome value should only be counted once per beneficiary. The impact map demonstrates not only the total monetized value by stakeholder, but also provides a clear indication of which beneficiary is being credited for each benefit.

The first part of an impact map tracks the outcomes a community school aims to accomplish (see Table 3). It lists the corresponding indicators available, the data points over the identified period, and the estimated average over that period. In the Table 3 example, the outcome and indicator data represent early education programs for children from birth to age five associated with

one Children's Aid elementary school; data will be collected for three years. The purpose of collecting data over multiple years is to determine an average for each outcome to help gauge consistency over time. This can help validate the SROI findings when reporting to internal and external stakeholders.

The impact map is best developed in Microsoft Excel or a data software program for easier calculation. Please note that Table 3 will need to be expanded once the monetized value for each outcome is assigned; a discussion of how to do so can be found in Step 3.

Step 3: Model and Calculate the SROI

Deciding what to measure is the first step in determining the SROI. The next step requires community school leaders to identify and gather the available outcome data and corresponding cost data. The last step, Step 3, moves from the data collection process to the actual computation of the financial value of the benefits and the SROI ratio.

Key Topics

- Determine financial values and proxies
- Calculate impact
- Calculate the SROI

Determine Financial Values and Proxies

A financial proxy for *each identified outcome* needs to be established for *each intended recipient* of the measurable outcome (i.e., the beneficiary). The inventory checklist of outcome and indicator data identifies what financial values and/or proxies must be

determined using available, preexisting research and data. This process is referred to as "monetizing" the outcomes. The purpose of monetizing an outcome is to help assign a financial value to the social benefits that are produced by community school's program components.

The process of determining the financial value is relatively straightforward for some outcomes. For other outcomes, however, some creative thinking is needed. Assigning a financial proxy for each outcome will vary (see Using Research and Statistics to Establish an Indexed Value on page 27). Common proxies can include the price for a service, social validation (e.g., its worth to the stakeholder), cost savings, average household spending, or travel costs. Research from national or local organizations may be required to identify the most accurate proxy possible. Appendix B lists financial proxies by outcome that community school leaders can use for their analysis.

The financial proxies should be carefully organized by outcome attributed to a specific beneficiary and carefully reviewed and cross-referenced to avoid double counting. The relationship among each beneficiary, outcome, and financial proxy can be seen in Table 4. As illustrated by the italicized entry, if high school graduation is an intended outcome, the research literature helps identify the economic value (i.e., earnings) of having a high school diploma. The median earnings for a young adult with a high school diploma equal \$30,000,²⁰ which is the financial proxy.

Some outcomes do not have direct financial proxies. Even though these outcomes do not have an explicit monetary value, they should not be discounted (e.g., the value of parents feeling

empowered to support their children's education success). The significant value of social return on investment is that it accounts for all demonstrated outcomes that are beneficial to key stakeholders.

Although these proxies are not included in the actual SROI calculation, they are important and unique to SROI. The nonmonetized outcomes provide qualitative support for the findings. For example, many early childhood education programs have long-term effects that often are not seen until later years. It is well known that grade-level reading is an indicator of future graduation rates. However, without a long-term outcome evaluation, it is difficult to determine the precise value of some early childhood program activities. Therefore, the investment made in early childhood programs should not be discounted. Its importance should be described in detail when sharing the SROI findings with key stakeholders, so others know the clear investment being made in younger children.

Calculate Impact

Once community school leaders establish a complete accounting of the relevant costs and monetized benefits, they need to calculate the impact for each stakeholder. This will lead to the development of the second section of the impact map (see Table 5). This part of the tool helps community school leaders quantify and map the total unit value received by each beneficiary. The process for this stage of the work is as follows:

- Multiply the financial value by the quantity of the outcomes, which equals a total unit value.
- Repeat this process for each outcome to arrive at the total unit value/impact for each set of outcomes.

20. U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2011*, NCES 2011-033, (Washington, DC, 2011), <http://nces.ed.gov/ipeds/data/ipedsdataviz/index.asp>.

Table 4: Sample of Financial Proxies

Beneficiary	Outcome	Financial Proxy	Value
Student	Students are graduating high school.	Projected earnings associated with high school completion	\$30,000
Family	Families are connected to support networks and services.	Cost of parent programs, events and/or services	
School Community	Teachers are supported by the school.	Cost avoided from constant turnover and hiring	

Using Research and Statistics to Establish an Indexed Value

When using research or statistics from previous years, the financial proxy will likely need to be converted to an indexed value for the corresponding year and locality. The cost data is already assumed to be from the most recent annual financial accounting (e.g., fiscal 2010), so cost data does not need to be converted. The process to establish an indexed value should follow these guidelines:

- Convert all financial figures with a U.S. or statewide average to a per-unit cost. This is done by dividing the financial proxy by the appropriate population.
- Adjust for inflation by calculating cost in current terms (e.g., 2010 dollars). The Bureau of Labor Statistics' Inflation calculator* can determine the percentage increase from a given year to 2010 dollars. Next, multiply the inflation percentage by the per-unit cost.
- Calculate cost based on the cost of living (price index) in your community. For example, you can use the 2010 consumer price index (CPI) U.S. city average compared with the CPI New York City area average to determine the increased cost of living in New York City compared with other cities in the United States. The ACCRA** Cost of Living Calculator can also be used to calculate the difference.

These steps result in an indexed value in current dollar terms for your city for each value identified.

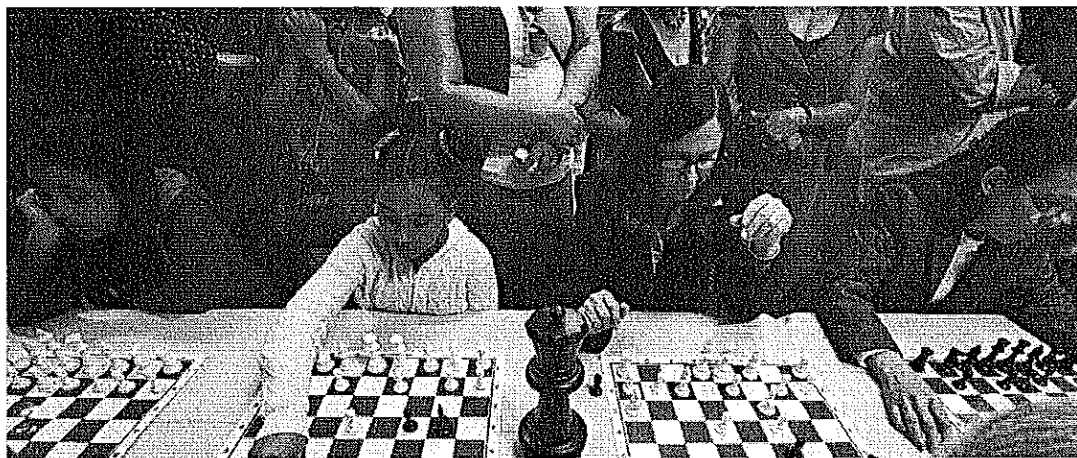
Notes: * U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index Inflation Calculator, http://www.bls.gov/data/inflation_calculator.htm.
 ** ACCRA is now named The Council for Community and Economic Research.

Table 5: Impact Map Layout, Part 2

Outcome	Indicator	Impacted Population	Financial Value	Total Unit Value
Children attend early childhood programs.	Total enrollment	136	\$10,847	\$1,475,192
	Average daily attendance			See total enrollment.
Children have adequate physical well-being.	Health center visits by children 4 years old and younger (does not include first aid)	237	\$17,172	\$4,069,764
Children have attained cognitive and early literacy skills.	Peabody Picture Vocabulary Test (PPVT) scores for a nationally representative sample	29		See cost savings above.
	Number of students enrolled in the community schools reading program	28		See cost savings above.
		TOTAL		\$5,544,956

Table 6: Total Costs/Investments and Outcomes/Benefits

Total Investments		Total Benefits	
Early childhood program(s)	\$988,347	Birth to Five	\$5,544,956
Community school program components, including afterschool and other specific programs for children and families	\$801,497	Students	\$44,247,955
Individual school operations	\$7,819,461	Families	\$0
Health center operations	\$340,900	School	\$965,736
In-kind services, including space, materials, and volunteer time	\$171,494	TOTAL	\$50,758,647
TOTAL	\$10,121,689		



Annual Inter-generational Chess Tournament at Salome Ureña de Henríquez Campus. Children's Aid schools promote chess not only as a proven didactic tool but also as means to engage community and families in fun edifying activities.

—The Children's Aid Society

- Aggregate the total to arrive at the overall impact of the outcomes for related beneficiaries.

For example, to analyze the value of a community school's early childhood programs on children from birth to age five, community school leaders can collect data on indicators such as total enrollment, average daily attendance, and number of health center visits. Each of these indicators is multiplied by the number of children impacted by the service to determine a total unit value. The total unit value for each outcome/indicator set is then aggregated for each beneficiary.

The numerical calculation for the process used by Children's Aid is demonstrated in Table 5. Note that two indicators may potentially measure the same outcome and have one financial value. However, the financial value to the impacted population should be counted only one time. In the case of early literacy skills, the identified financial value supports multiple indicators but only one outcome. Community school leaders and their data analysts should use

the most accurate representation of the impacted population when multiplying the financial value and avoid double counting participants.

After a total benefit is established for each beneficiary group in the analysis, the benefits can be charted in a master table. In addition, the total cost/investment data by program area should be catalogued in a master list by cost category. Table 6 reflects the cumulative investment and benefit for the Children's Aid's community school study. The total value for both the cost and outcome data is the raw material for the SROI calculation. The "total value of the benefits" is what is used to compute the numerator in the SROI calculation, while the "total value of investments" is the denominator.

Calculate the SROI

The task of gathering the outcome and cost data and monetizing the total value of the benefit is now complete. The last step in the SROI analysis is the actual calculation (see Calculating the SROI: A Numerical Representation on page 33). The mathematical steps for the SROI calculation require only a basic

understanding of math, and this guide has simplified the calculation as much as possible. The final steps in the SROI calculation include:

- Subtract deadweight;
- Calculate the net present value of the benefits; and
- Calculate the SROI.

Subtract Deadweight. Deadweight is the percentage of benefit that would have happened regardless of the presence of the community school program. In measuring the value of community schools, it is necessary to deduct the value of programs and activities that operate regardless of the program components that are unique to a community school. The objective is to determine the value attributable solely to the presence of community school programs and activities.

Below is a guideline that identifies several possible levels of attribution:

- **Deadweight between 5 percent and 10 percent.** A very low deadweight indicates that a community school can claim that most of the calculated outcome (benefit) is attributable to

"The Children's Aid Society runs the best community schools in the country, educators from around the country and across the globe know all about them, and a constant stream of visitors makes the pilgrimage to spend time there."

—David L. Kirp, Professor of Public Policy at the University of California at Berkeley
Kids First: Five Big Ideas for Transforming Children's Lives and America's Future,
 by David L. Kirp. (New York: Public Affairs, Perseus Books Group, 2011).

the community school's activities. For example, if deadweight is estimated to be at 10 percent, this means the community school can claim its actions resulted in 90 percent of the total benefit across key outcomes that measure the impact on students, families, and the community school environment.

- **Deadweight between 11 percent and 25 percent.** Deadweight within this range indicates that a community school can attribute a significant portion, but not all of the benefit, to its activities. For example, if deadweight is estimated to be at 25 percent, this means the community school can claim its actions resulted in 75 percent of the total benefit across key outcomes that measure the impact on students, families, and the community school environment.
- **Deadweight between 26 percent and 50 percent.** A mid-level deadweight indicates that a community school can attribute more than half of the total benefit to its activities. For example, if deadweight is estimated to be at 50 percent, this means the community school believes its actions led to 50 percent of the benefit across key outcomes that measure the impact on students, families, and the community school environment.

Determining the deadweight level can be based on one or a combination of the following three supporting criteria:

- **Theory of Change.** A well-developed theory of change based on existing literature will likely lead to positive program results, thus demonstrating that the community school's logic model and strategic plans to address key outcomes for students, families, and the community school environment make sense and have a high probability of success.

- **Research Literature.** Rigorous social science research supports the connection between specific inputs and expected outcomes.
- **Program Results.** Previously conducted program evaluations with a 95 percent statistical significance or self-reported qualitative evaluations demonstrate positive program participant outcomes.

These sources of outcome information help community school leaders build an argument for a proper level of deadweight. If there is strong evidence of positive benefit from all three sources, then community school leaders can reasonably claim deadweight within the lowest range, 5 percent to 10 percent. If there is substantial evidence from two of the three sources, then deadweight can reasonably be determined to be in the range of 11 percent to 25 percent. Finally, if only one source of evidence can be cited (or if each criterion is only loosely met), then deadweight between 26 percent and 50 percent is probably the most accurate.

Deadweight also is an important factor in sensitivity analysis. A sensitivity analysis assesses the extent to which impact estimates are attributable to the community school under different scenarios. The purpose is to determine the level of benefit the community school can realistically claim. This is done in one of two ways, depending on the degree of accuracy community school leaders want to assign deadweight. First, the level of benefit can simply be estimated by subtracting an assigned deadweight from the total value of benefits for each year over the anticipated benefit period (t). This includes using the criteria and range of deadweights to generally assign a deadweight value.

For a more sophisticated estimate, community school leaders will want

to assign a deadweight level for each outcome for each stakeholder identified in the impact map. After a deadweight value is assigned to each outcome by stakeholder, an average of all the deadweights can be calculated to assign a total deadweight. Assigning the right deadweight for the analysis allows community school leaders to feel confident that their actions result in a direct positive benefit to children, families, and the community school environment.

The example in Table 7 represents the known community school outcomes for early childhood programs. Community school leaders may have a strong theory of change, with significant literature and some self-reported results, but account their deadweight for each outcome at a different level. Specifically, for example, a community school leader may believe the community school is directly responsible for high attendance levels in the early childhood programs but less directly responsible for children's physical well-being.

When community school leaders have sound program evaluation data related to relevant outcomes, they can more accurately determine the attribution. Random assignment or matched sample methodologies are more objective and reliable than self-reported data. Yet very few programs have a wide array of outcome data based on complex, rigorous research designs. Accordingly, the three sources of information taken together—sound theory of change, strong evidence in the research literature, and direct program results—can help community school leaders establish realistic deadweight values for relevant program outcomes. The composite deadweight value should then be added and averaged among all beneficiary groups for a single deadweight for the SROI calculation.

Table 7: Identifying Deadweight

Outcome	Total Unit Value	Deadweight
Children attend early childhood programs.	\$1,475,192	5 percent
Children have adequate physical well-being.	\$4,069,764	20 percent
	Average	12.5 percent*

Note: *Total Value of the Benefits x .875 = Deadweight at 12.5 percent



"Lidia (the parent coordinator) put me to work in the school's store and became like a mother to me. Little by little I began to change. Now sometimes I even wear a suit and tie to school because she says that it is good for business to look good."

—Entrepreneur Arquímedes Rivera, Salomé Ureña de Henríquez graduate

Community Schools in Action: Lessons from a Decade of Practice, by Joy Dryfoos, Jane Quinn and Carol Barkin. (New York: Oxford University Press, 2005).



Community high school student (from Fannie Lou Hamer Freedom High School) speaks about his college plans and preparation.

—The Children's Aid Society

Calculate the net present value of the benefits. To determine the SROI, community school leaders and their analysts need to calculate the net present value of the benefits. Net present value reflects the value of the benefit over time. It is the sum of all the periodic cash flows adjusted to present-day value at the appropriate discount rate (r) and benefit period (t).²¹ The net present value of the benefits is the numerator within the SROI equation.

In the instance of community schools, the benefit period (t) likely has a drop-off point, or a point at which the value of the benefit can no longer be estimated. For example, if a ninth-grade student participates in a certain school-based program, the value of an intervention will likely end by the time the student graduates from high school or shortly after. For community schools, a period of five years is a realistic estimate. This assumption obviously does not apply to factors that are believed to carry a lifetime benefit, such as the long-term value of attaining social skills in an afterschool program, acquiring a high school diploma upon graduation, or learning positive work habits through an internship or work experience program. Instead, it assumes that at some point the initial value trickles off.

The discount rate (r) is the figure that makes the computed present value comparable now and in the future. It is used to discount future values to present value. It can be thought of as a reversed interest rate, where future amounts are reflected today, with the present value being smaller.²² Community school leaders will usually want to match the discount rate to the rate of inflation. The rate of inflation between 2010 and 2011

was 3 percent; however, many nonprofit groups have reported that their programs are growing at less than 2 percent, if at all. In the case of The Children's Aid Society, the analysis assumed a 2 percent discount rate, which was aligned with the inflation rate between 2009 and 2010.²³ Given the low rate of inflation during the past few years, a rate directly aligned to the inflation rate or between 2 percent and 4 percent is sufficient for the analysis. Accordingly, for community schools, a realistic discount rate is 2 percent to 4 percent.

The net present value (NPV) of the benefits can be calculated by using the following calculation:

$$NPV = \frac{\text{Value of Benefits}}{(1 + r)^t} t$$

Value of Benefits = Aggregated financial value of all beneficiaries in the analysis over a five-year period

r = discount rate

t = time

Calculate the SROI. Finally, the SROI measures the value of the community school benefits relative to the costs of achieving those benefits. It is the ratio of the net present value of the investment. For example, a ratio of 4:1 indicates that an investment of \$1 delivers \$4 in social value.

After completing these steps, the SROI for Children's Aid community schools is calculated using the following equation:

$$SROI = \frac{\text{Net Present Value of Benefits}}{\text{Value of Investments}}$$

21. Rasler.

22. Ibid.

23. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index Inflation Calculator, http://www.bls.gov/data/inflation_calculator.htm.

Calculating the SROI: A Numerical Representation

To derive the SROI, the total value of the benefits must be computed. Community school leaders must then make the required mathematical calculations by first subtracting the deadweight and then calculating the net present value. For some community school leaders, the calculation of the net present value will be the most difficult step. However, if using Microsoft Excel, net present value can be calculated automatically by using a preprogrammed equation. If calculating the entire SROI manually, community school leaders can follow this example as guidance.

Total Value of the Benefits = \$5,000,000
 Total Value of the Investments = \$1,000,000
 Deadweight = 25 percent
 Time = 5 years
 Discount Rate = 3 percent

Step 1: Subtract Deadweight

Year 1	Year 2	Year 3	Year 4	Year 5
$5,000,000 \times .75 = A$	$A \times .75 = B$	$B \times .75 = C$	$C \times .75 = D$	$D \times .75 = E$
\$3,750,000	\$2,812,500	\$2,109,375	\$1,582,031	\$1,186,523

Step 2: Calculate the Net Present Value

Year 1	Year 2	Year 3	Year 4	Year 5
\$3,750,000	\$2,812,500	\$2,109,375	\$1,582,031	\$1,186,523
$(1+2\%)^1 = 1.02$	$(1+2\%)^2 = 1.04$	$(1+2\%)^3 = 1.06$	$(1+2\%)^4 = 1.08$	$(1+2\%)^5 = 1.10$
\$3,676,471	\$2,703,287	\$1,987,711	\$1,461,552	\$1,074,671

Net Present Value = Year 1 + Year 2 + Year 3 + Year 4 + Year 5 = \$9,903,692

Step 3: Calculate the SROI

$$\text{SROI} = \frac{\text{Net Present Value of the Benefits}}{\text{Total Value of the Investments}} = \frac{\$9,903,292}{\$1,000,000} = 9.9$$

The SROI results for the Children's Aid elementary school and sister middle schools can be found in the companion report, *Measuring Return on Investment for Community Schools: A Case Study*.



**High school students perform during
the 20th Anniversary celebration of The
Children's Aid Society's community schools.**

— The Children's Aid Society

How to Present and Use Social Return on Investment Findings

Presenting and using the findings is the final step in SROI analysis. Once a solid calculation has been made, community school leaders must decide how to present their findings. What does this value say about a community school? How can the findings be used to attract new partners or highlight the school's value to the community? When SROI analysis is used effectively, the results can produce tremendous dividends.

SROI analysis can also demonstrate value for fundraising purposes.²⁴ The results can help make a case for adding new investors. Community school leaders can use SROI to advocate for more funding and program support from the school district. School and district leaders can use SROI to maximize funding from state and federal sources. And funders can use SROI to confirm the value of their investments. An SROI analysis can also be used to attract buy-in from many other key stakeholders, including parents, teachers, local businesses, and school and community leaders, by enhancing the credibility of the community school's programming.

Moreover, SROI results can guide community school leaders' decisionmaking. Reviewing the SROI results should become an iterative process embedded in ongoing strategic planning. Community school leaders need to respond to the findings and consider the implications to ensure the information continually supports planning and development.

SROI findings can be presented in a report or highlighted in a short announcement to interested stakeholders and audiences. A report can be a powerful tool for documenting and communicating a community schools' value in terms that internal decisionmakers and external investors can easily understand.

A short announcement can be created to target funders and other supporters. Each stakeholder or group of stakeholders will understand and interpret the SROI value differently. Therefore, having a plan for approaching each stakeholder group will help community school leaders tailor their message.

Lastly, SROI analysis results can be used to make the case for positive change. Information on the monetary impact of implementing community schools can be an influential vehicle for school reform. However, the focus should not be on the SROI value alone. Wise investors want more evidence of the impact of community schools than just the SROI results. Therefore, when highlighting SROI findings in reports to internal managers and external investors and funders, it is important to think about other factors that may influence these stakeholders' decisions. SROI results should be presented alongside other key materials that clearly describe community schools and their outcomes, including a vision statement, the theory of change, and evaluation results.

²⁴ Raiser.

Appendix A: Data Inventory Worksheet

This data inventory worksheet aims to help community school leaders take stock of the data they collect at their sites. Community school leaders are not expected to collect data on all the indicators listed. The indicators listed are identified points of measure for each outcome and will help determine impact later in the social return on investment analysis.

Goal 1: Children are ready to enter school

Measurable Outcomes		Recommended Indicators	Program Checklist
Stakeholder: Children from Birth to Age Five	Children attend early childhood programs.	Average daily attendance at Head Start or Early Head Start Programs or other formal early childhood programs	
		Student enrollment in Head Start, Early Head Start, or other formal early childhood programs	
		Reported quality of Head Start, Early Head Start, or early childhood programs	
	Children have developed social and emotional skills.	Reported sense of self	
	Children have adequate motor development.	Measures of child motor development:	
		• Reported basic locomotor skills	
		• Shows balance while running	
		• Climbs up and down	
		• Peddles and steers a tricycle	
		• Demonstrates throwing, kicking, and catching skills	
	Children have adequate physical well-being.	Number of well-child visits	
		Number of children overweight	
		Number of children with health care coverage	
	Children have attained cognitive and early literacy skills.	Measures of child literacy and language development:	
		• Recognize letters	
		• Count to 20 or higher	
		• Write one's name	
		• Peabody Picture Vocabulary Test scores	
	Children are motivated to learn.	Reported child interest in learning, books, toys, and others objects	

Goal 2: Students are active in the school and in the community

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Students	Students have positive relationships with teachers.	Number of teacher-student conferences	
		Frequency of one-on-one teacher-student meetings	
		Comfort level of students in asking for teacher feedback	
	Students are connected to the school and the community.	Participation in school athletics	
		Participation in school music or other performing arts program	
		Number of volunteer hours logged by students	
		Number of established partnerships for service learning in the school/community	
		Delinquency/detention rates	
	Students have positive relations with adults in the community.	Number of students engaged in community service activities	
		Number of reported hours students are engaged in community service activities	
		Number of students with summer or out-of-school time employment	

Goal 3: Students succeed academically

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Students	Students have access to education services and supports inside and outside school.	Student attendance in before-school and afterschool programs	
		Number of student visits to the local library	
		Students are enrolled in clubs	
	Students have postsecondary plans.	Reported aspiration to go to college	
		Demonstrated employment is lined up for the summer	
		Students neither are enrolled in school nor working	
	Students attend school regularly and stay in school.	Daily attendance at school	
		Reported early chronic absenteeism	
		Number of classes missed	
		Number of reported days missed	
		Number of reported times tardy for class/school (unexcused)	
	Students are graduating high school.	Graduation rates	
		Dropout rates	
	Students do not repeat grades.	Number of students who repeat grades (fail each year)	
		Credit completion/accrual	
	Students are achieving academically.	Standardized test scores	
		Students' progress	
		Student grades (average grades by school)	
		Alternative assessment systems (e.g., student portfolio)	

Goal 4: Students are healthy physically, socially, and emotionally

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Students	Students demonstrate competencies based on the Collaborative for Academic, Social, and Emotional Learning.	Percentage of students demonstrating CASEL	
		Students report being self-aware	
	Students have adequate well-being.	Measures of well-being on different early intervention health indices (Some conditions are preexisting.)	
		Immunizations	
		Obesity (including physical fitness tests)	
		Vision	
		Hearing	
		Asthma	
		Sexually transmitted diseases	
		Pregnancy	
		Substance abuse	
		Number of well-child visits	
		Number of children with health care coverage	
	Students have access to good nutrition.	Number of meals served to students during the school hours	
		Number of students who qualify for free- or reduced-price lunch	
		Number of students enrolled in school nutrition programs	
		Number of students who are served breakfast or dinner	
		Number of students who report eating breakfast, lunch, and/or dinner	
	Students have access to quality health care, dental care, and mental health services.	Number and percent of students enrolled in health centers or wellness-hubs.	
		Number and percent of children/youth who use health centers or wellness-hubs services	
		Types of services used and number of visits (mental health, first aid, reproductive health care, dental care)	
		Percent and number of children enrolled in insurance program	
		Number of students referred to outside health services	
		Number of students referred to outside dental services	
	Health education for students and families is provided.	Number of health education programs available	
	Students have access to physical fitness opportunities.	Number of physical fitness opportunities available	

Goal 5: Students live and learn in a safe and supportive environment

	Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: Students	Students are safe in their school.	Reports of bullying, fighting, or other	
		Student self-reports of perception of school safety	
		School has staff or programs to work with youth and families on issues of safety	
		School climate measures	
		Report of in-school and out-of-school suspension	
	Youth live in a safe, stable, environment.	Percent of eligible families receiving various benefit programs (e.g., Supplemental Nutrition Assistance Programs and Special Supplemental Nutrition Program for Women, Infants and Children)	
		Percent of families in which at least one family member is employed	
		Reports of child abuse or neglect	
		Community crime rates/incidences, including theft, homicide, sex abuse, arson, and assault	
	Students have stable relationships with supportive adults (including their teachers)	Percent of students reporting stable relationships with supportive adults, including their teachers or afterschool staff	
		Students report feeling supported by teachers and school administration	

Goal 6: Families are involved with their children's education

	Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: Families	Families are involved with their children's education.	Student reporting of parents helping them with their homework	
		Number of parents who attend teacher-parent conferences or other events	
		Number of times parents read with their children	
		Number of times parents met with teachers or principals outside parent-teacher conferences	
	Parents, teachers, and peers have high expectations for youth.	Youth report they are expected to do homework every afternoon/night	
		Percentage of students taking Advanced Placement or International Baccalaureate courses	
		Percentage of students on track for meeting state Regents diploma	
		Percentage of students taking SAT or ACT	
	Parents are active participants in the school.	Number of parents who attend teacher-parent conferences or other opportunities	
		Percent of families who report positive interactions with teachers and other school staff	
	Flexible options for parent engagement exist.	Adult education classes and other services are offered outside regular school hours	
		Teachers and staff speak parents' native language and provide materials to parents in their native language	

Goal 7: Schools are engaged with families and communities

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: School	Schools regularly communicate with and help support families.	Measure of frequency of feedback on student learning outcomes	
		Number of events for parents, and parent attendance at events	
		Number of programs and services to support parents	
	Schools are seen as a resource for parents in the community.	Number of programs or services offered to support parents	
		Parent attendance at school events	
		Number of parents enrolled or using Children's Aid services	
		Measure of results of school services (parents referred to services, etc.)	
		At-risk parents (including non-English speakers) attend school events and/or programs	
		Schools are seen as a resource for the community (per survey/questionnaire data)	

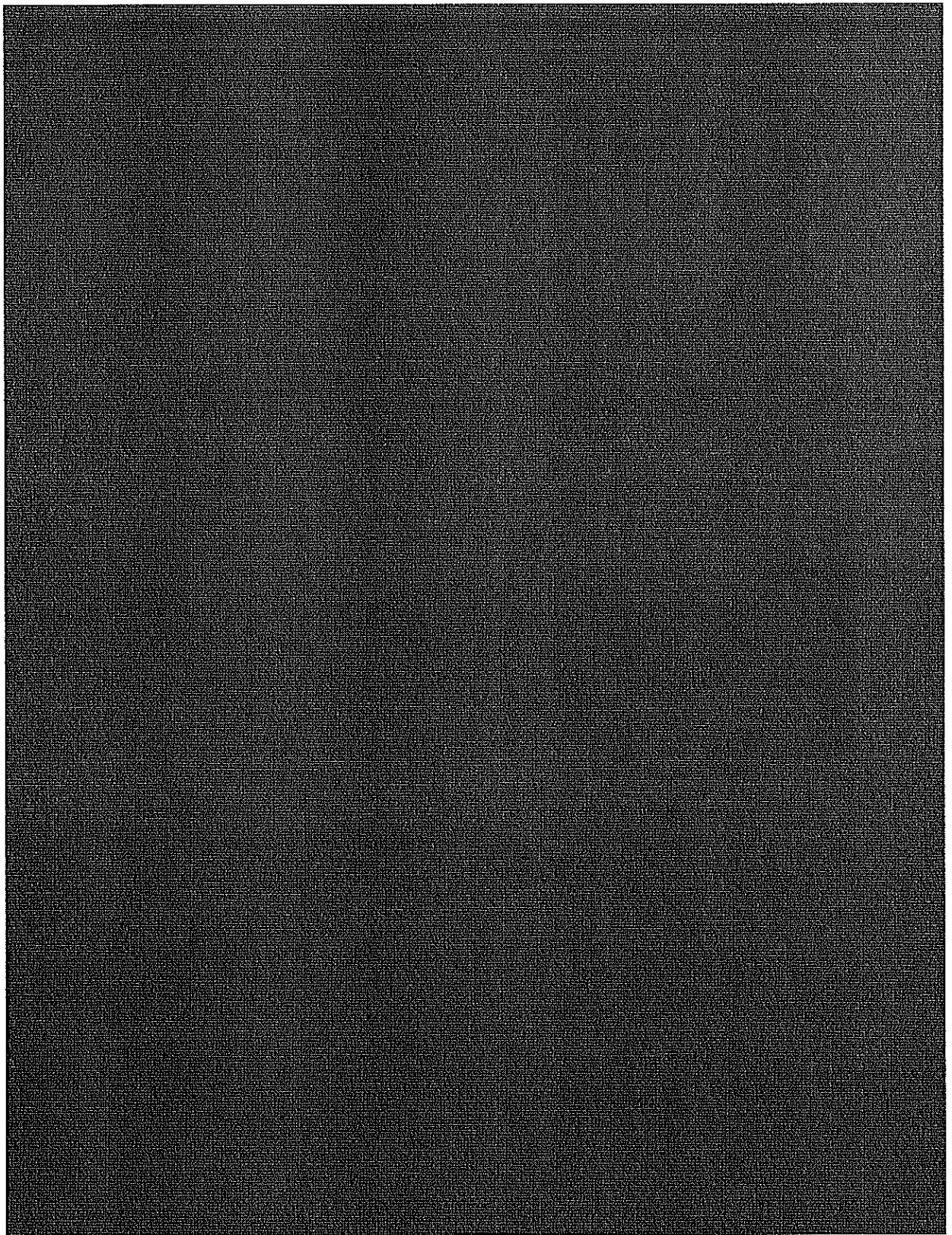
Goal 8: Teachers and principals are effective

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: School	Teachers are highly qualified.	Percentage of teachers with teaching credential	
		Percentage of teachers with degree in their academic field	
		Years of service at the school (number of years teaching)	
		Number of teachers with higher education degrees	
		Teacher turnover and retention rates	
	Teachers improve student performance.	Teacher performance reviews	
		Parent and principal evaluations	
		Student feedback	
	Teachers are supported by the school.	Teacher satisfaction	
		Teacher turnover	
		Number of professional development opportunities available to staff	
	Strong and effective school leadership is evident.	Principal and administrator turnover and retention	
		Number of school leaders with graduate-level education	
		Years of service at the school	
	Teachers understand their students and have cultural competence.	Number of teachers who speak a second language	
		Readability of students written work	

Appendix B: Financial Proxies by Outcome

Stakeholder	Outcome	Financial Proxy
Infants and Young Children	Children attend early childhood programs.	Cost of program participation
		Cost avoided of average child care cost to parents (infants)
		Cost avoided of average day care cost to parents (toddlers)
Infants and Young Children	Children have adequate physical well-being.	Cost of well visits, which provide preventive care
Infants and Young Children	Children have attained cognitive and early literacy skills.	Cost saved to school and parent of detection of a possible development delay or special need
Students—Academic Success	Students have access to education services and supports inside and outside school.	Cost of afterschool program
		Cost savings of outside care and/or program activities to parents
Students—Academic Success	Students have postsecondary plans.	Projected earnings associated with college completion
Students—Academic Success	Students attend school regularly and stay in school.	Projected earnings associated with not having a high school diploma (dropouts)
		Costs avoided of attending summer school
Students—Academic Success	Students do not repeat grades.	Cost of grade repetition, expulsion or suspension
Students—Academic Success	Students are graduating high school.	Project earnings associated with high school completion
		Cost savings from reduced dropout rates
Students—Academic Success	Students are achieving academically.	Cost of school operations
		Cost savings of remediation
Students—Academic Success	Students are connected to caring adults in school and in the community.	Cost savings to society for reduced juvenile crime
Students—Health	Students have adequate well-being.	Cost avoided for emergency room visits and visits to medical clinics
Students—Health	Students have access to good nutrition.	Cost savings to society for reduced rates of obesity, including decreased rates of diabetes, heart disease, and hypertension
Students—Health	Students have access to quality health care, dental care, and mental health services.	Cost of health center operations
		Cost saved to society for reduction in unnecessary or expensive medical treatments
		Projected cost of individual health insurance

Stakeholder	Outcome	Financial Proxy
Students—Health	Health and physical education opportunities for students are available.	Cost of health education, nutrition, and/or physical activity programs
		Cost avoided of teenage pregnancy
		Cost avoided of health-related services associated with substance abuse
		Amount spent by young people on alcohol, cigarettes, or drugs
		Cost savings of outside gym membership or physical fitness activities
Students—Safety	Students are safe in their school.	Cost of counseling to school and saved by parents
		Cost of school police staff
Students—Safety	Youth live in a safe, stable environment.	Cost avoided of juvenile incarceration
Families	Families are involved with their children's education.	Cost avoided of juvenile incarceration
		Cost savings of remediation and remedial education
Families	Families are connected to support networks and services.	Cost of parent programs, events, and/or services
Families	Schools regularly communicate with and help support families.	Cost of communications and outreach to parents
Schools	Teachers are highly qualified.	Cost savings of remedial education
Schools	Teachers are supported by the school.	Average cost for tenured teacher
		Cost avoided from constant turnover and hiring
Community	Students and families feel safer in their schools and in the community.	Cost per household of benefits program(s)
		Cost of unemployment compensation
		Cost of property crime, property theft, and burglary (combined)
		Cost avoided of juvenile incarceration
Community	Strong community partnerships bring additional resources.	Total amount of funding or in-kind services donated by local businesses
		Value of time spent volunteering





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EL Education:
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with schools in the network
152 schools
across the US in our network
50,000 students
in EL Education schools

**Where our model is
closely implemented,**

we see gains for all groups of students.

Average percent of students proficient on state Reading/English Language Arts test, difference between students in our schools and their peers in the district.

White 7 pts

Black 10 pts

Hispanic 12 pts

Low Income 12 pts

Special Education 9 pts

All Students 10 pts

Average percent of students proficient on state math test, difference between students in our schools and their peers in the district.

White 4 pts

Black 8 pts

Hispanic 10 pts

Low Income 7 pts

Special Education 6 pts

All Students 6 pts

100 % College Acceptance

Our goal for each student is college acceptance. In our exemplary high schools, 100% college acceptance is the standard.

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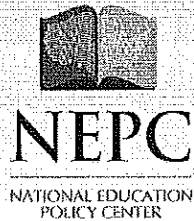
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When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. Our mission is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

Three Dimensions Of Student Achievement

When students have completed their academic career and entered adult life, they'll be judged not by performance on basic skills tests—but rather, by the quality of their work and the quality of their character. This premise serves as the foundation for EL Education's overarching vision of increasing student engagement and elevating and expanding student achievement. To realize that vision, we focus on student excellence in three core areas: Mastery of Knowledge and Skills; Character; High-Quality Student Work.



COMMUNITY SCHOOLS

AN EVIDENCE-BASED STRATEGY FOR EQUITABLE SCHOOL IMPROVEMENT

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COMMUNITY SCHOOLS: AN EVIDENCE-BASED STRATEGY FOR EQUITABLE SCHOOL IMPROVEMENT

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Executive Summary

This brief examines the research on community schools, with two primary emphases. First, it explores whether the 2015 federal Every Student Succeeds Act (ESSA) opens the possibility of investing in well-designed community schools to meet the educational needs of low-achieving students in high-poverty schools. And second, it provides support to school, district, and state leaders as they consider, propose, or implement a community school intervention in schools targeted for comprehensive support. The brief is drawn from a larger research review, available at <https://learningpolicyinstitute.org/product/comm-schools-equitable-brief>.

Community schools represent a place-based school improvement strategy in which “schools partner with community agencies and local government to provide an integrated focus on academics, health and social services, youth and community development, and community engagement.”¹ Many operate year-round, from morning to evening, and serve both children and adults. Although the approach is appropriate for students of all backgrounds, many community schools serve neighborhoods where poverty and racism erect barriers to learning, and where families have few resources to supplement what typical schools provide.

Community schools vary in the programs they offer and the way they operate, depending on their local context. However, four features—or pillars—appear in most community schools:

- 1) Integrated student supports
- 2) Expanded learning time and opportunities
- 3) Family and community engagement
- 4) Collaborative leadership and practices

Because ESSA requires that federally funded interventions be “evidence-based,” we reviewed both research on community schools as a comprehensive strategy and research on each of the four individual pillars of the strategy. We summarized the findings and evaluated the studies against ESSA’s criteria for “evidence-based” interventions, which define different tiers of evidence based on research methodology.

We conclude from our review that the evidence base on well-implemented community schools and their component features provides a strong warrant for their potential contribution to school improvement. Sufficient evidence meeting ESSA’s criteria for “evidence-based” ap-

proaches exists to justify including community schools as part of targeted and comprehensive interventions in high-poverty schools. This evidence also supports community schools as an approach appropriate for broader use.

Policymakers who want to incorporate a community schools strategy into their ESSA state plans—as well as other plans for state and local school improvements—can benefit from the following research-based lessons. To achieve well-implemented programs and successful results, it is recommended that they:

- Take a comprehensive approach to community schools: All four pillars—integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practices—matter; moreover, they appear to reinforce each other. To ensure a good outcome, pay attention to both the technical and the cultural dimensions of a community school. For example, plan not simply for a longer school day, but also for effective use of time gained. Certified teachers are best positioned to provide additional academic instruction, while community partners can engage students in experiential learning opportunities that connect to the community and foster significant relationships with adults. The work is best accomplished when school and community representatives plan and work together, building a school culture that is collaborative and collegial.
- Recognize that successful community schools do not all look alike. Develop a plan that operationalizes the four pillars in ways that address local assets and needs, keeping in mind that the context of schools and communities may change over time. Therefore, as events unfold, be prepared to modify the original implementation rather than avoiding programmatic change. As ESSA suggests, use data in an ongoing process of continuous program evaluation and improvement.
- Provide sufficient planning time to build trusting relationships between the school and an array of service providers as well as parents and staff, being mindful that such collaboration is key to full implementation.
- Involve the community, parents, and young people as part of the needs assessment, design, planning and implementation processes. ESSA requires it, and, in the case of community schools, such collaborative relationships are part of what will make the strategy successful.
- Use evaluation strategies that provide information not only about progress toward hoped-for outcomes, but also about implementation and exposure to services. Be aware that outcomes are likely to span multiple domains—achievement, attendance, behavior, relationships, and attitudes—and are likely to take time to be fully realized. Certain outcomes, such as attendance, are likely to be achieved before other outcomes, such as achievement. Use data for continuous program refinement, while allowing sufficient time for the strategy to fully mature.
- Encourage and support researchers, allowing them to conduct more rigorous studies using methods that will enable a stronger understanding of community schools' effectiveness, and yield greater insight into the conditions under which they work

well. Because this approach is frequently adopted as a turnaround strategy in underperforming schools, current evidence consists largely of program evaluations that assess student- and school-level progress. Additional research should seek to guide implementation and refinement.

Find this brief:

On the NEPC website at:

<http://nepc.colorado.edu/publication/equitable-community-schools>

On the LPI website at:

<https://learningpolicyinstitute.org/product/comm-schools-equitable-brief>

COMMUNITY SCHOOLS: AN EVIDENCE-BASED STRATEGY FOR EQUITABLE SCHOOL IMPROVEMENT

Introduction

Good schools prepare all children for full and productive lives. They are central community institutions, with resources, opportunities, and supports that contribute to children's academic achievement; social, emotional, and physical development; and preparation to participate in the arts and civic life. Regrettably, many U.S. children are locked out of good schools—a result of persistent inequalities that have led to neighborhoods of concentrated poverty, racial isolation, and uneven education spending.

More than half of the nation's school children—approximately 25 million—live in low-income households, the highest proportion since this statistic became available.² These children face society's neglect of their most basic needs. Many suffer adverse experiences such as food insecurity, homelessness, violence, or persistent hardship, resulting in chronic stress or trauma that impacts behavior, learning readiness and academic success.³

In communities where larger societal and economic factors disadvantage children, community schools intentionally provide advantages enjoyed by students in more favored contexts. They create strong instructional programs that support children's learning and development. In addition, they build an infrastructure of community partnerships with higher education institutions, community-based organizations, and faith-based organizations that support well-rounded learning and healthy development. Such partnerships also connect children and families to resources, opportunities and supports that can mitigate the harms of poverty and build community resilience and strengths.

With inequality and child poverty on the rise, community schools have garnered increased attention as a school improvement strategy in high-poverty neighborhoods. But, while community schools may be especially valuable in high-poverty neighborhoods, the approach can strengthen all schools, whatever the background of the students who attend them.

ESSA Brings New Opportunities

Under the Every Student Succeeds Act (ESSA), community schools can be implemented as a targeted or comprehensive intervention for improving student and school outcomes. However, state and local policymakers and advocates who seek to incorporate community schools as part of their state ESSA plans must demonstrate that the strategy satisfies the requirement for an evidence-based intervention. ESSA specifies four tiers of evidence, each defined by research methodology (see Table 1).

Table 1: ESSA Evidence Tiers

Tier 1	Tier 2	Tier 3	Tier 4
Strong Evidence	Moderate Evidence	Promising Evidence	Emerging Evidence
At least one well-designed and well-implemented experimental study	At least one well-designed and well-implemented quasi-experimental study	At least one well-designed and well-implemented correlational study with statistical controls for selection bias	Demonstrates a rationale based on high-quality research findings or positive evaluation that the intervention is likely to improve student outcomes Includes ongoing evaluation efforts

Source: Every Student Succeeds Act⁴

ESSA requires that Title I, Part A funded interventions for low-performing schools (as well as competitive grant programs with priority status) employ strategies supported by evidence from studies that fall into Tiers 1-3.⁵ However, the U.S. Department of Education has issued non-regulatory guidance encouraging stakeholders to “consider the entire body of relevant evidence.”⁶ And, the broader standard of evidence from studies in all four tiers applies to initiatives beyond those mentioned here (Title I, Part A school improvement and also priority competitive grants).

To assist state and local policymakers and advocates in developing ESSA plans, and to solicit state, local and philanthropic support, our team evaluated the research on community schools against ESSA’s “evidence-based” criteria. We examined research from all four tiers of the ESSA evidence standards, including thoughtfully-designed case studies and comprehensive syntheses. We considered carefully-constructed program evaluations as well as traditional peer-reviewed studies.

What are Community Schools?

The Coalition for Community Schools defines community schools as “both a place and a set of partnerships between the school and other community resources, [with an] integrated focus on academics, health and social services, youth and community development and community engagement.”⁷ Many operate year-round, from morning to evening, and serve both children and adults.

Because students’ needs, community assets, and school system capacities all differ, community schools adapt to local context and vary in the programs they offer and the way they operate and collaborate with other organizations.

The Four Pillars

Even though there are some differences among community schools, four features—or pillars—appear in different forms in most community schools:

- 1) Integrated student supports
- 2) Expanded learning time and opportunities
- 3) Family and community engagement
- 4) Collaborative leadership and practices

These four pillars emerged from a comprehensive review of community schools research. Integrated student supports, or wraparound services, such as dental care or counseling for children and families, are often considered foundational to this approach. Expanded learning time and family engagement are also common programmatic elements. Collaborative leadership can be viewed as both a programmatic element and an implementation strategy. The synergy among these elements—which are often organized by a full-time community schools coordinator—makes these schools “hubs of the community where educators, families, nonprofits, community members, and others unite to create conditions where all children learn and thrive.”⁸ In March 2017, the Coalition for Community Schools, the field’s leading advocacy group, released a framework brief and set of “Community School Standards” that reflect many of the research findings contained in this report.⁹ The standards specify structures and functions of community schools and address their typical core program elements.

The four community school pillars align closely with evidence-based features of good schools (see Table 2), derived from decades of research identifying school characteristics that foster students’ intellectual, social, emotional, and physical development.¹⁰

Table 2: Community Schools Enable the Features of Good Schools

Community School Pillars	Associated “Good School” Characteristics
<p>Integrated student supports address out-of-school barriers to learning through partnerships with social and health service agencies and providers, usually coordinated by a dedicated professional staff member. Some employ social-emotional learning, conflict resolution training, and restorative justice practices to support mental health and lessen conflict, bullying, and punitive disciplinary actions, such as suspensions.</p>	<ul style="list-style-type: none"> • Attention to all aspects of child development: academic, social, emotional, physical, psychological, and moral • Extra academic, social, and health and wellness supports for students, as needed • Climate of safety and trusting relationships
<p>Expanded learning time and opportunities, including afterschool, weekend, and summer programs, provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem solving.</p>	<ul style="list-style-type: none"> • Learning is the top priority • High expectations and strong instruction for all students • Sufficient resources and opportunities for meaningful learning
<p>Active parent and community engagement bring parents/community into the school as partners in children’s education and make the school a neighborhood hub providing adults with educational opportunities they want, such as English as a Second Language classes, green card or citizenship preparation, computer skills, art, STEM, etc.</p>	<ul style="list-style-type: none"> • Strong school, family and community ties, including opportunities for shared leadership • Climate of safety and trusting relationships
<p>Collaborative leadership and practices build a culture of professional learning, collective trust and shared responsibility using such strategies as site-based leadership/governance teams, teacher learning communities, and a community-school coordinator who manages the multiple, complex joint work of school and community organizations.</p>	<ul style="list-style-type: none"> • Culture of teacher collaboration & professional learning • Assessment as a tool for improvement and shared accountability

In good schools, learning and healthy development are top priorities.¹¹ Success is considered normal, and educators understand that children learn to be smart, rather than being born that way.¹² The curriculum engages all students in rich opportunities for meaningful learning.¹³ Classes are small and classrooms well-equipped.¹⁴ Teachers have enough time to teach and children to learn.¹⁵ Students get support to address their academic, social, and health-related needs. Well-trained, experienced teachers are essential,¹⁶ but so are teacher collaboration and learning.¹⁷ Adults share responsibility for all children’s learning.¹⁸ Teachers use data to pinpoint where students are struggling and to identify where they may need to improve.¹⁹

Relationships also matter greatly.²⁰ Teachers and students trust and respect one another.²¹ Every student is well known and feels cared about.²² Adults set high expectations and encourage students to realize them. The school climate is safe from violence and bullying; discipline feels fair and respectful; and diversity is embraced.²³ Ties among parents, the community, and the school are strong and respectful, enabling both young people and their families to build social and cultural capital and preparing students to be constructive citizens.²⁴ Parents and community are a vital resource, and school leaders share authority.²⁵

Community schools seek to create these characteristics in communities where poverty and racism erect barriers to learning, and where families have few resources to supplement what typical schools provide. The four pillars provide an infrastructure to embed the characteristics of more advantaged schools in community schools' structures and practices.

Support for Community Schools

Community schools can be traced back to early 20th century efforts to make urban schools "social centers" serving multiple social and civic needs.²⁶ Today, many districts have turned to them as part of community-wide investment initiatives and, in some districts, as community members have demanded alternatives to closing struggling schools.

Over the past decade, Congress has dedicated funding for several programs that support community schools, and ESSA provides more funding than did NCLB. These programs include ESSA-authorized Full-Service Community Schools, 21st Century Community Learning Centers that use community-school partnerships to address out-of-school learning barriers and improve schools, and Promise Neighborhoods. Moreover, with state and local funding championed by state legislators and mayors, as well as philanthropic support, localities around the country have launched large-scale community school projects in conjunction with local government and nonprofit agencies. These include New York City, Philadelphia, Newark, Austin, Salt Lake City, Oakland, Portland, San Francisco, Los Angeles, Chicago, and Las Vegas.

Review of the Literature: The Community Schools Strategy and Its Four Pillars

We began our review with studies of the effectiveness of community schools as a comprehensive strategy. We then considered studies of the effectiveness of each of the four pillars of community schools: a) integrated student supports; b) expanded learning time and opportunities; c) family and community engagement; and d) collaborative leadership and practices. Altogether, we reviewed 125 studies of the impact of community school programs or pillars, including 49 reviews of research. Because of their high-quality design and methods, these studies were selected from a much larger pool of studies retrieved through searches of electronic databases, recommendations from researchers and practitioners, and references in the published literature. We focused our review on studies published within the past 10

to 15 years.²⁷ Together, this research provides the evidence base to assess the effectiveness of community schools and judge whether the strategy meets the ESSA evidence standard.²⁸

A consistent research finding that emerged across these studies is that both the substance of the intervention and the quality of its implementation are key to producing positive outcomes, as is true for any approach to school improvement. Studies over the past four decades have demonstrated the importance of systemic supports, structures, and processes in yielding positive results for program participants.²⁹

This certainly holds true for community school programs, where the strategy itself is complex and multifaceted. The community school pillars reinforce each other—and together create the characteristics of good schools. The better implemented and more comprehensive the community school program, the more likely it is to yield positive results for students and families. For this reason, many evaluations analyze results separately for the more mature or better-implemented community schools within the overall sample. Relatedly, some studies also find that results become more positive as schools implement community school programs more completely or for longer periods of time.³⁰ Studies of the pillars yield similar findings. Students who participated in a broader range of programs or who received more services also typically showed better outcomes.³¹

Community Schools as a Comprehensive Strategy

This section reviews the research on how comprehensive community schools affect student achievement, attendance and behavior. This research includes well-designed experimental studies (ESSA Tier 1) and quasi-experimental (ESSA Tier 2) studies; they indicate that community schools with good implementation and a sufficient amount of services can positively impact a range of student outcomes.

As one example, the Tulsa Area Community Schools Initiative (TACSI) used a holistic community schools model including all four pillars described earlier.³² Participating schools offered a comprehensive set of services to students, families and communities, and they offered the communities and families a voice in governance. Researchers compared outcomes in TACSI schools to outcomes in carefully selected non-community comparison schools. They found that fully implemented community schools produced significantly greater benefits for students. In schools that didn't do a good job of implementing the model, the effects were less impressive. By the third and fourth years, students at fully implemented community schools scored significantly higher than their peers in other schools on standardized math and reading tests. A climate of trust among students, teachers, and parents was a strong school-level predictor of achievement. Because the study used a quasi-experimental design to compare pre- and post-intervention outcomes in comparison schools and controlled for demographics and prior test score performance using sophisticated statistical methods, it meets ESSA Tier 2 evidence criteria.

Other comprehensive evaluations provide additional evidence of the effectiveness of community school supports. For example, a study examined the effectiveness of the Harlem

Children's Zone (HCZ) charter schools, which provide expanded learning time, integrated student supports, and active parent engagement.³³ The authors compared the academic outcomes of lottery winners attending the HCZ with those not selected in the lottery. They found HCZ students scored significantly higher on math and reading tests than students who attended other schools, in both third and eighth grades. Because the study employed a post-hoc random admissions lottery analysis with sophisticated statistical controls, it satisfies ESSA Tier 1 or 2 requirements. A follow-up study showed a range of long-term benefits for HCZ students, including higher on-time high school graduation rates, better performance on 12th-grade exit exams, and lower teen pregnancy and incarceration rates.³⁴

Tier 3 correlational research also shows significant relationships between the community schools approach and student outcomes. In Iowa and Pennsylvania, middle school students participating in community school services significantly improved their math and reading performance, compared to peers who did not participate.³⁵ In Baltimore, a comparison of 42 community schools to other public schools found that community schools operating for at least three to five years had significantly higher attendance rates and lower chronic absenteeism rates.³⁶ Because these analyses controlled for pre-existing differences such as student demographics and prior school attendance rates, they satisfy Tier 3 ESSA requirements.

Evidence Supports Each of the Four Pillars

Research syntheses and individual studies demonstrate that community school pillars also meet the ESSA evidence standard on their own.

Integrated Student Supports (ISS)

Often called wraparound services, ISS is the practice of linking schools to a range of academic, health, and social services. ISS programs address the reality that children whose families are struggling with poverty—and the housing, health and safety concerns that often go with it—cannot focus on learning unless their nonacademic needs are also met. The goal is to remove barriers to school success by connecting students and families to service providers in the community, or bringing those services into the school.³⁷

For examples, the national School of the 21st Century (21C) program based in New Haven, Connecticut, the Children's Aid Society in New York City, and the West Philadelphia Improvement Corps all bring social services to schools through community partnerships; in addition, the Communities in Schools program, which has been operating for over 30 years and now serves schools in 25 states, also provides such services. These and newer models typically provide on-site child care and early childhood development; job training, transportation, and housing assistance for parents; health care and mental health services; and, child nutrition and food assistance programs. A community school coordinator typically conducts needs assessments, partners with agencies outside the school, and tracks program data.³⁸

Integrated Student Supports Meets the ESSA Evidence Standards

Research over the past two decades provides ample evidence that this community school pillar meets ESSA's tiered criteria for evidence-based approaches. For example, a synthesis examined 11 studies of ISS models that met rigorous standards, including four intent-to-treat randomized controlled trials (Tier 1) and seven quasi-experimental studies (Tier 2).³⁹ These studies found ISS to have statistically significant positive effects on student progress in school (three Tier 2 studies), attendance (one Tier 1 and three Tier 2 studies), mathematics achievement (one Tier 1 and four Tier 2 studies), reading achievement (four Tier 2 studies) and overall grade point average (two Tier 2 studies). Also promising were studies showing a positive effect on school attachment (one Tier 2 study) and school behavior (two Tier 2 studies).⁴⁰

One example of a well-designed study meeting ESSA's Tier 1 evidence criteria included three randomized control trials of the widely implemented Communities in Schools (CIS) case-management model over the course of two years, accompanied by a follow-up randomized control study.⁴¹ Although no differences were found on achievement measures between students receiving CIS case management and those who did not, significant positive effects were found on student attendance (in some trials), as well as on students' reports about adult and peer relationships, personal responsibility, good behavior, and family relationships—all precursors of achievement and healthy development. A recent quasi-experimental interrupted time series evaluation (Tier 2) of CIS found that, after three years of implementation, high schools significantly increased their graduation rates, and elementary schools significantly increased their attendance rates relative to comparison schools.⁴²

Several other studies of ISS meet ESSA Tier 2 criteria and show student achievement benefits. For example, a study of City Connects services used difference-in-difference regression analysis and hierarchical linear modeling with propensity score matching. Researchers found that after three years, City Connects elementary school students significantly outperformed their peers in mathematics. Middle school students in City Connects significantly outperformed students at control schools on standardized mathematics and language arts tests and GPA.⁴³

The American Institute for Research conducted a comparative interrupted time series study of the Massachusetts Department of Elementary and Secondary Education Wraparound Zones (WAZ) program, which set up partnerships with community groups and businesses to improve school climate and address students' non-academic needs.⁴⁴ Student outcomes on state English language arts and math assessments in WAZ schools were significantly better than those in matched schools.⁴⁵

Expanded Learning Time and Opportunities (ELT/O)

Expanded Learning Time and Opportunities (ELT/O) take place before and after the typical school day and during summer to augment traditional learning opportunities during the school day and year. Some programs provide additional academic instruction and mento-

ring; others offer informal, out-of-school learning experiences, emphasizing student-centered, hands-on, engaging learning experiences, in such areas as music, art, and athletics.⁴⁶

Research on ELT/O has examined the impact of time added to the school day or year, and of voluntary learning opportunities beyond the regular school schedule. These include activities designed by community partners that connect students with art and cultural institutions; offer learning modules with community members leading students in hands-on projects related to their work or interests (e.g., photography, robotics; journalism); or that engage students in service-learning opportunities.

Expanded Learning Time/Opportunity Meets the ESSA Evidence Standards

Hundreds of studies have examined the impact of ELT/O. Researchers have conducted rigorous reviews of this research, scrutinizing the quality of studies, conducting quantitative meta-analyses of the highest-quality studies and summarizing the most trustworthy findings, and drawing conclusions about what the evidence supports.

For example, a synthesis analyzed 15 empirical studies conducted since 1985 that examined the impact of extended school days and/or school years.⁴⁷ The 15 were selected (out of a field of more than ten times that number) for the quality of their methods. They included one experimental design with random assignment of students (ESSA Tier 1), several quasi-experimental studies (ESSA Tier 2) and correlational studies (ESSA Tier 3), and one narrative description (ESSA Tier 4). Although the findings were mixed, 14 of the 15 studies found evidence of a positive relationship between longer days and years on achievement in math or English Language Arts for at least one group of students. Notably, the researchers concluded that the quality of instruction was an important mediator of these achievement benefits.

Other reviews have assessed studies of voluntary “out-of-school” time and summer programs on a range of student outcomes. These reviews also reach positive conclusions about the evidence from well-designed studies. Out-of-school time programs with traditional instruction taught by certified teachers are found to have positive effects on students’ reading and math achievement; programs featuring experiential learning activities are found to have positive effects on social-emotional development.⁴⁸ Students attending summer programs have better outcomes than similar non-attending peers, but high-quality programming and maximizing student attendance are critical to achieving these benefits.⁴⁹ Taken together, these reviews provide solid evidence for policymakers and practitioners considering ELT/O strategies. An important takeaway, however, is that schools must do more than simply add time to the school day/year: How the time is used matters.

Tier 2 and 3 studies of community schools as a comprehensive approach provide evidence supporting ELT/O in the community school context. For example, multi-level modeling of longitudinal data from six low-income primarily Latino schools in Redwood City, CA found that youth who participated in the extended learning programs (which included enrichment activities such as art and sports, along with leadership activities such as student council) exhibited higher attendance and achievement in math and English Language Arts than their

peers did.⁵⁰ Students participating in out-of-school time (OST) programming supporting daytime academic instruction through the Chicago Public Schools Community Schools Initiative achieved higher scores on state-mandated standardized exams.⁵¹

A study of Elev8 OST programs ranging from intensive one-on-one student interventions to traditional afterschool programming demonstrated the importance of adequate exposure to out-of-school time services, as students with higher participation levels had, on average, higher GPAs in reading, math, science, and social science.⁵² Students who participated in all three years of middle school afterschool programming that focused on academic support and enrichment at Children's Aid Society community schools experienced greater academic gains on mathematics and reading test scores than their peers who did not participate in afterschool program. Students who participated more frequently and over a longer period had greater gains than their peers who participated in afterschool programming less frequently.⁵³

Family and Community Engagement

Family engagement strategies include school support for better parenting, communication between school and home, family volunteering, parents helping with learning at home, parents involved in school decision-making, and community organizing for school and district reform. Community schools often engage parents in a variety of activities focused on their own needs as well as those of students.

Community schools connect families and the surrounding community based on the belief that building and deepening trust through partnerships is essential to promoting student success. This increased trust and engagement helps produce other conditions that are associated with good schools by supporting an improved learning environment for students and helping to repair long-standing disconnects between urban schools, children, and families. Additionally, as teachers understand the communities in which their students live, they are better able to provide relevant instruction and support.

Family and Community Engagement Meets the ESSA Evidence Standards

Researchers have, for decades, examined the role that family and community engagement plays in student success. Rigorous reviews of this vast literature provide helpful insights into the quality of the research and the trustworthiness of its reported outcomes. For example, a review included 51 studies of parent and community engagement. Among these, five studies meet the ESSA methodological criteria for Tier 1, employing experimental designs using random assignment to treatment and control groups, three are quasi-experimental designs with well-matched comparison groups (Tier 2), 24 use correlational methods or pre-experimental approaches with controls (Tier 3), and 19 are qualitative studies using sound theory and objective observation (Tier 4).⁵⁴ Based on this body of research, the authors found:

a positive and convincing relationship between family involvement and benefits

for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages. Although there is less research on the effects of community involvement, it also suggests benefits for schools, families, and students, including improved achievement and behavior.⁵⁵

A series of statistical meta-analyses also found significant relationships between parental involvement and better outcomes for students across racial backgrounds, with effect sizes ranging from 0.2 to 0.75 standard deviations. For example, a 2017 meta-analysis which found that overall parental involvement was associated with better school outcomes by 0.52 standard deviation units for Latino students is of particular interest in that it included only studies using sophisticated controls. One study of longitudinal survey and academic data found mixed results from different forms of parent engagement, concluding that regular and consistent communication about the importance of education is the best way for parents to improve their children's academic trajectory.⁵⁶

Comprehensive studies of family engagement in the context of community schools have also found positive effects. In a study of Redwood City community schools, researchers used statistical controls for student characteristics to estimate effects of participation on student success over multiple years. Accounting for different starting points between participants and nonparticipants, and controlling for school-level effects and students' preexisting attitudes about school or learning (Tier 3), the study found significantly larger gains on state-mandated mathematics tests for students whose parents participated in family engagement programs for two to three years.⁵⁷ They also found links between family engagement and gains in English Language Development scores for English Language Learners.⁵⁸ Students whose families participated in support services improved their attendance by 40%. Furthermore, participating students were significantly more likely to report a high sense of care when compared to non-participating students.⁵⁹ Those whose families were engaged were more likely to report that their school provided a supportive environment.

There is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement.

Similarly, engagement of community members and organizations appears to be positively associated with improved student attendance and academic outcomes. For example, a Tier 3 study compared student outcomes in three schools implementing the Community for Learning program, a comprehensive school change strategy including deep connections with family and community, to student outcomes in a set of comparison schools and classrooms. The authors found significant positive relationships between the intervention and student achievement, attendance, and student perceptions of the learning environment. Notably, fewer students were in the bottom 20 percent in reading and math standardized test scores, and more scored in the top 20 percent. The researchers conclude that education reforms in communities of concentrated poverty must include broad-based coherent approaches to include family, school, and community resources.⁶⁰

Collaborative Leadership and Practices

Collaborative leadership results from processes whereby parents, students, teachers, and principals with different areas of expertise work together, sharing decisions and responsibilities toward a shared vision or outcome. While collaboration is important in all schools, it is particularly vital for the many stakeholders contributing to community schools.

Collaborative leadership “emphasizes governance structures and processes that foster shared commitment to achieving school improvement goals, broad participation and collaboration in decision-making, and shared accountability for student learning outcomes.”⁶⁴ Key areas for collaborative leadership include meaningful mechanisms for parent and community engagement, teacher participation in decision-making and professional learning communities, a collaborative dynamic between principals and community school directors, partnerships with community organizations, and district-level cooperative goal-setting.

Collaborative decision-making between school leaders and faculty has been found to strengthen school practices and teacher retention, and collaboration among teachers has been found to foster greater learning and effectiveness for teachers and stronger achievement for students.⁶⁵ In community schools, collaborative relationships and practices are important at the school, community, and district levels. Many have a staff member dedicated to ensuring coordination and collaboration.

Collaborative Leadership and Practices Meets the ESSA Evidence Standards

Researchers have studied the impact of collaborative forms of leadership and practices on school improvement and student achievement for decades, with findings suggesting that collaboration in schools improves instruction and student learning. While more rigorous empirical research could strengthen claims about the mechanisms that make collaborative leadership effective, several recent reviews of empirical literature suggest that collaborative leadership impacts growth in student learning by increasing the capacity within a school for academic improvement.⁶³ One series of longitudinal panel time-series design studies (Tier 2) found that collaborative leadership impacted the school’s capacity for academic improvement significantly, and that, in turn, the capacity for improvement led to significant growth in student learning.⁶⁴

Similarly, a synthesis of peer-reviewed empirical research on school leadership found that collaborative school cultures are “central to school improvement, the development of professional learning communities and the improvement of student learning.”⁶⁵ A meta-analysis of 22 peer-reviewed cross-sectional studies (Tier 3) looked at the impact of leadership practices on a variety of student outcomes. Nearly all included controls for student background characteristics. They found that collaborative goal setting has indirect effects on students by focusing and coordinating the work of teachers and parents.⁶⁶ Many studies demonstrated that relationships among principals and teachers were key to the goal-setting process and expectations, and that staff consensus about goals significantly differentiated high and low-performing schools.⁶⁷

Collaborative and collegial learning environments, particularly those that develop communities of practice, promote school improvement beyond individual school classrooms.⁶⁸ A recent review of ESSA Tiers 1 through 4 literature found that teacher satisfaction is related to the amount of voice they have in decision-making about issues related to their job performance.⁶⁹ For example, in a survey with more than 2,000 current and former teachers, respondents cited the opportunity to participate in school decision-making and the quality of relationships among the staff as the most important factors influencing why they chose to stay.⁷⁰ Overall, the review found that schools received numerous benefits from creating the conditions necessary for productive working relationships, including supporting shared decision-making, expanding roles for teachers, allowing time for teacher collaboration, and nurturing a sense of collective responsibility, trust, and respect. These benefits include improvements in consistency in instruction, willingness to share practices and try new ways of teaching, solving problems of practice, job satisfaction, and student achievement.⁷¹

Teacher collaborative learning can help improve instruction and is a key characteristic of Professional Learning Communities (PLCs).⁷² A review of research on the impact of PLCs on teaching practices and student learning found that collaborative efforts include strategies that encourage sharing, reflecting, and taking risks, and that effective PLCs included both collaborative activity and transparency of practices.⁷³ The most comprehensive study reviewed included survey data from 393 schools and interviews from 16 schools (Tier 3), finding a positive impact on teaching practice and morale as a result of participation in collaborative activities.⁷⁴ As Andy Hargreaves points out:

Professional learning communities lead to strong and measurable improvements in students' learning. Instead of bringing about 'quick fixes' or superficial change, they create and support sustainable improvements that last over time because they build professional skill and the capacity to keep the school progressing. Teacher leadership has been shown to be centrally important in achieving both school and classroom improvement.⁷⁵

Similarly, a study of school improvement supports used longitudinal data from a Chicago reform.⁷⁶ The researchers found that shared leadership among teachers and principals can improve relationships and build a professional community in which teachers encourage each other to improve instructional practice, which in turn improves student achievement. Schools that were strong in five essential supports (including leadership, parent-community ties, professional capacity, student-centered learning climate, and ambitious instruction) were at least ten times more likely than schools weak in most of the supports to show substantial gains in both reading and mathematics. This points to the importance of fully implementing all of the pillars in order to see changes in student achievement. Increases in collective trust may help to explain these outcomes. In Tulsa, more complete implementation of a comprehensive community schools strategy was related to students' sense of collective trust in the school, which was in turn associated with improved academic achievement.⁷⁷

Promising case studies also suggest that collaborative relationships in community schools benefit students, families, and communities.⁷⁸ For example, a case study highlighted how leaders in community schools influence organizational processes and structures that in turn

influence student outcomes. The author explained that the relationship “between leadership, collaborative partners, and organizational development build on each other over time, producing, in a best-case scenario, a sustainable successful institution.”⁷⁹

Discussion: Community Schools in ESSA Plans

There is a sufficient research base—studies of community schools as a comprehensive strategy as well as studies of its various components—to satisfy the ESSA evidence-based standard. Although the evidence base about community schools includes relatively few Tier 1 studies, which require random assignment and are difficult to conduct in education, much Tier 2 and Tier 3 research is thoughtfully designed and presents a positive picture, particularly regarding longer term effects. A number of quasi-experimental Tier 2 evaluations have found positive achievement, attendance, behavioral, and attitudinal outcomes, such as more trusting and positive peer and adult relationships, for students participating in community school programs. Others find positive outcomes associated with integrated student supports, expanded learning time/opportunities, active parent and community engagement, and collaborative practices. In sum, under the ESSA evidentiary standards, federal funding could be used to support each of the pillars, alone or in combination, as well as interventions under the “community schools” umbrella.⁸⁰

Of note, community schools hold promise for closing well-documented racial and economic achievement gaps, in that most of these schools are serving students of color and low-income students. Because community schools foster supportive relationships, they may well promote social capital development, which, in turn, may play an important role in community schools’ success in closing gaps. Social capital doesn’t alleviate the harms of poverty directly, but strong relationships with others enable people to access resources they need and can leverage more resources for whole communities. Schools serving low-income areas can help foster increased social capital through genuine community partnerships and a shared sense of responsibility.⁸¹

Community schools hold promise for closing well-documented racial and economic achievement gaps.

The evidence shows that a wide variety of community school approaches, ranging from national models focused on case management to comprehensive, community-driven initiatives, can produce positive student outcomes. Importantly, implementation of community schools strategy appears to play an essential role in achieving these positive outcomes, as does exposure to services. Generally speaking, the longer and more effectively a community school has been operating, and the more services a student receives, the better the outcome.

Although there is ample evidence to satisfy ESSA’s criteria for “evidence-based” approaches, there is more to be learned about the impact of community schools on students, families, and communities, and the conditions under which the most positive impact can be achieved. The evidence base could be stronger and more useful if additional studies used mixed meth-

ods allowing for causal findings through statistical analysis, paired with qualitative analyses to explain how the results are obtained. The latter approach would illuminate the critical role of implementation processes and exposure to services. The evidence base would also benefit from increased attention to cost-benefit analyses. Initial results from four separate studies indicate a positive return on investment of approximately \$10 to \$15 for every dollar invested. These returns derive from improvements in education, employment, and health outcomes, and reductions in crime and welfare.

Recommendations

We conclude from our review that the evidence base about well-implemented community schools and their component parts provide a strong warrant about their potential contribution to school improvement. There is sufficient evidence that meets ESSA's criteria for "evidence-based" approaches to include community schools as part of targeted and comprehensive interventions to support transformation in high-poverty schools. This evidence also supports community schools as an approach that is appropriate for broader use.

Policymakers who want to incorporate a community schools strategy into their ESSA state plans—as well as other plans for state and local school improvements—can benefit from the following research-based lessons. To achieve well-implemented programs and successful results, it is recommended that they:

- Take a comprehensive approach to community schools: All four pillars—integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practices—matter; moreover, they appear to reinforce each other. To ensure a good outcome, pay attention to both the technical and the cultural dimensions of a community school. For example, plan not simply for a longer school day, but also for effective use of time gained. Certified teachers are best positioned to provide additional academic instruction, while community partners can engage students in experiential learning opportunities that connect to the community and foster significant relationships with adults. The work is best accomplished when school and community representatives plan and work together, building a school culture that is collaborative and collegial.
- Recognize that successful community schools do not all look alike. Develop a plan that operationalizes the four pillars in ways that address local assets and needs, keeping in mind that the context of schools and communities may change over time. Therefore, as events unfold, be prepared to modify the original implementation rather than avoiding programmatic change. As ESSA suggests, use data in an ongoing process of continuous program evaluation and improvement.
- Provide sufficient planning time to build trusting relationships between the school and an array of service providers as well as parents and staff, being mindful that such collaboration is key to full implementation.

- Involve community, parents, and young people as part of the needs assessment, design, planning and implementation processes. ESSA requires it, and, in the case of community schools, such collaborative relationships are part of what will make the strategy successful.
- Use evaluation strategies that provide information not only about progress toward hoped-for outcomes, but also about implementation and exposure to services. Be aware that outcomes are likely to span multiple domains—achievement, attendance, behavior, relationships, and attitudes—and are likely to take time to be fully realized. Certain outcomes, like attendance, are likely to be achieved before other outcomes, like achievement. Use data for continuous program refinement, while allowing sufficient time for the strategy to fully mature.
- Encourage and support researchers, allowing them to conduct more rigorous studies using methods that will enable a stronger understanding of community schools' effectiveness, and yield greater insight into the conditions under which they work well. Because this approach is frequently adopted as a turnaround strategy in underperforming schools, current evidence consists largely of program evaluations that assess student- and school-level progress. Additional research should seek to guide implementation and refinement.

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Cupp Announces Members of Task Force on Education, Poverty

Rep. Bob Cupp (R-Lima), chairman of the Speaker's Task Force on Education and Poverty, Tuesday announced the list of individuals who will be serving on the panel.

Members will include:

- Rep. Margy Conditt (R-Hamilton)
- Rep. Darrell Kick (R-Loudonville)
- Rep. Janine Boyd (D-Cleveland Heights)
- Dr. Bob Mengerink (superintendent, Cuyahoga County ESC)
- Anthony Knickerbocker (career and technical education director, Lancaster City Schools)
- John Slack (president and owner, Cambridge Education Group)
- Karen Boch (superintendent, Wellston School District)
- Dr. Thomas Maridada II (CEO, BRIGHT New Leaders for Ohio Schools)
- Hannah Powell (executive director, KIPP Columbus)

According to Cupp, the purpose of the task force is to examine the issue of poverty and education and, in particular, the achievement gap related to that circumstance. The end goal is both to generate information that will be useful to members of the General Assembly in their deliberations on education policy and to derive some practicable and proven-effective strategies from this effort that can be supported and enhanced by legislative and state policy.

"I am grateful for all of the individuals who have agreed to be a part of this task force, and I look forward to getting started," Cupp said. "We will be delving into one of the most significant issues currently facing education in Ohio, and I am confident that the ideas and insights shared during our task force meetings will help the Legislature when addressing these issues moving forward."

The first meeting of the task force will be held at 10:30 a.m. on Thursday, July 27, in the Vern Riffe Center, 77 S. High St., 31st Floor, Room East B.

Story originally published in *The Hannah Report* on July 25, 2017.

Bridges to Success (Indianapolis) Celebrates 20 Years on June 17 Visionaries return home for 20th anniversary of innovative school community engagement partnership

A unique approach created 20 years ago in Indianapolis – and now replicated across the country – changed how services for children and families are delivered. Bridges to Success celebrates June 17 with its visionary creators, Irv Katz, former president and CEO of United Way of Central Indiana, and Dr. Shirl Gilbert, former superintendent of the Indianapolis Public Schools. They return to the Circle City to celebrate the innovative community schools initiative launched by IPS and UWCI in 1993-94.

A community school is a strategy that organizes community supports for student success. "BTS takes a unique approach by working with systems already in place and changing how and where services are delivered," founding Director Cynthia Oda said.

Piloted in six schools two decades ago, more than 200,000 IPS students benefited from the BTS partnerships strategy operating today in 20 of the district's schools. More than 300 community-based organizations, businesses, and service providers have collaborated in providing a menu of strategically aligned services for youth and their families. Led by UWCI and IPS, BTS school-based partnerships create the school as the hub of the neighborhood. Services include mentoring, tutoring, health, mental health, extended-day, parent engagement, adult education, academic enrichment, community-based

service learning, personal fitness, workforce development, college and career readiness, family assistance, financial counseling and food pantry programs. Provider organizations partner with school communities to secure, coordinate and deliver services onsite or linked to public schools.

In 2001, researcher and author Joy Dryfoos identified BTS as one of three most promising community schools initiatives across the country. The BTS initiative had been replicated in 12 sites beyond Indiana by that time.

"The community school is a sustainable, stable and resource-efficient method of providing educational equity for every child, every day," former Director Nedra Feeley said. "The strategy connects the community and its partners to a school with a deep collaborative relationship to provide the school, the families and their children with the resources and support to achieve academically. It is the common sense promise of the future of education for all of us."

Katz and Gilbert will be honored at a breakfast celebration June 17 at Marian Inc. on the Indianapolis Near Eastside. More than 250 initiative partners, educators, district leadership, and other stakeholders are expected to participate.

"A community collaborative like BTS brings together developmental nutrients and opportunities for children and communities where they are not as accessible or abundant," Katz says. "Community schools are in this sense, and more often broadly are, a boost to family and community asset development."

Massachusetts State-wide School-Community Partnerships Meeting a Huge Success

More than 250 educators, community partners, higher education staff, and others from across Massachusetts gathered on November 21 for a full-day statewide event focused on growing and deepening school-community partnerships. The event, titled "Real Partnerships, Real Change: Improving Student Outcomes Through School-Community Partnerships" was co-hosted by the Coalition for Community Schools along with the Massachusetts Child & Youth Readiness Cabinet, the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Full-Service Schools Roundtable, the School & Main Institute, and the Irene E. & George A. Davis Foundation. The conference was part of the Coalition's effort to promote scale up of community schools across the country.

Coalition Director and Institute for Educational Leadership President Martin Blank spoke about the community schools strategy at the national level, and Hedy Chang, Director of Attendance Works, focused on chronic absence as a leading indicator of student success that requires strong school-community partnerships if it is to be reduced.

Massachusetts Secretaries of Education and Health and Human Services-Matthew Malone and John Polanowicz, respectively-came by to lend their

support speaking about the need for partnerships at the state and local level to improve academic and health outcomes for children, families and communities. Participants self-selected breakout sessions including: Working at a System Level (featuring the community schools strategies in Hartford, CT and Providence, RI) and What Deep Partnership Work Looks Like at a School, among others. Participants concluded the day by exploring how to build a sustained statewide effort focused on deep school-community partnerships.

Attendees included those already immersed in full-service community schools work, such as Holyoke Public Schools, those doing similar work through state initiatives such as the Wraparound Zone Initiative-funded through Race to the Top funds-and those whose schools may not currently have robust partnerships or a clear partnership strategy and came to learn and connect with colleagues to bring these strategies back to their sites.

The Coalition is encouraged by the success of this event and the leadership of the Massachusetts Full-Service Schools Roundtable to advance school-community partnerships both across the state. We look forward to working with stakeholders in Massachusetts to grow and strengthen these partnerships and the community schools strategy statewide.

COMMUNITY SCHOOLS INITIATIVE

CINCINNATI COMMUNITY LEARNING CENTERS



A District-wide Initiative (55 schools)

<http://www.cps-k12.org/community/CLC/CLC.htm>

CINCINNATI, OHIO

PARTNERSHIPS

Partnerships are the foundation of Community Learning Centers. Partners include:

- ◆ Cincinnati Public Schools
- ◆ The CLC Institute
- ◆ United Way
- ◆ The Greater Cincinnati Foundation
- ◆ YMCA
- ◆ City of Cincinnati Health Department
- ◆ Cincinnati Children's Hospital Medical Center
- ◆ Xavier University
- ◆ University of Cincinnati
- ◆ The Civic Garden Center
- ◆ Adopt a Class
- ◆ And hundreds of other organizations and agencies

At the school site, a School Based Resource Coordinator develops, integrates and facilitates site-based community partnerships and resources responsive to the needs and priorities of the school, the community, the community learning center's One Plan, and CPS district wide goals and initiatives.

RESULTS

- ◆ Since adopting the CLC strategy, Cincinnati is the first urban district in Ohio to receive an "effective" rating and is the highest performing urban district in Ohio.
- ◆ High school graduation rates have climbed from 51% in 2000 to 83% in 2009.
- ◆ Achievement gap between African American students and white students narrowed from 14.5% in 2003 to 4.3% in 2009.

BACKGROUND

Cincinnati's Community Learning Centers Initiative started in 2001 when the Board of Education adopted a vision for a district-wide redevelopment of all schools as centers of their community. A \$1 billion Facilities Master Plan was approved by the voters in 2002 with a promise that each school would be a community learning center. The foundational element of the initiative is the engagement of each school and its surrounding neighborhood in the planning, implementation and ongoing governance of its community learning centers. Another key principle is that all partnerships must be financially self-sustaining without dependence upon the school budget.

The goals of the CLC are to support student achievement, revitalize neighborhoods and maximize the community's return on their financial investments. CLCs act as hubs for community services, providing access for students, families and community to health, safety and social services, as well as recreational, educational and cultural opportunities.

LEADERSHIP

Cincinnati CLCs employs a series leadership structures to achieve its goals:

CLC Partnership Networks: A collaboration of similar agencies, organizations and other resources committed to shared mission, vision and goals aligned with the CPS Community Learning Centers, the CPS Strategic Plan and relevant regional initiatives. Each partnership network (e.g., health, mental health, nature, college access, early childhood, tutoring, mentoring, parent engagement, community engagement, and after school) has a dedicated network leader to facilitate the collaboration, build capacity, and provide ongoing support for implementation at the site level.

CLC Cross Boundary Leadership Team (CBLT): Brings together leaders of the partnership networks to plan and organize how resources will be allocated and organized at different Community Learning Centers.

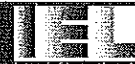
CLC Funders Network: Major CLC funders including the Cincinnati Public Schools, the United Way of Greater Cincinnati and the Greater Cincinnati Foundation facilitate the flow of public and private support and are actively engaged as collaborative partners.

PROGRAMS AND SERVICES

CLCs provide programming during and beyond the school day and year round, including after school and summer enrichment, intergraded and comprehensive health services, adult education, early childhood education, college access, parent/family engagement, mentoring and tutoring. Unique partnerships are customized to each site. For example, an international welcome center at the Roberts CLC in partnership with the Guatemalan and Mexican consulates attracts more than 800 families. Legal assistance, tax preparers, English classes, social activities and regular coffee talk hours are catalysts for a new global community. At the Pleasant Ridge Montessori CLC, the parents and community created the first neighborhood Montessori program in the region and the first silver LEED certified school in Ohio. A partnership with Xavier University's Montessori Education Department is further transforming the school to become the first professional development school in the district.



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How Kids Learn Resilience

In recent years, the idea that educators should be teaching kids qualities like grit and self-control has caught on. Successful strategies, though, are hard to come by.

IN 2013, FOR THE FIRST TIME, a majority of public-school students in this country—51 percent, to be precise—fell below the federal government's low-income cutoff, meaning they were eligible for a free or subsidized school lunch. It was a powerful symbolic moment—an inescapable reminder that the challenge of teaching low-income children has become the central issue in American education.

The truth, as many American teachers know firsthand, is that low-income children can be harder to educate than children from more-comfortable backgrounds. Educators often struggle to motivate them, to calm them down, to connect with them. This doesn't mean they're impossible to teach, of course; plenty of kids who grow up in poverty are thriving in the classroom. But two decades of national attention have done little or nothing to close the achievement gap between poor students and their better-off peers.

In recent years, in response to this growing crisis, a new idea (or perhaps a very old one) has arisen in the education world: Character matters. Researchers concerned with academic-achievement gaps have begun to study, with increasing interest and enthusiasm, a set of personal qualities—often referred to as noncognitive skills, or character strengths—that include resilience, conscientiousness, optimism, self-control, and grit. These capacities generally aren't captured by our ubiquitous standardized tests, but they seem to make a big difference in the academic success of children, especially low-income children.

My last book, *How Children Succeed*, explored this research and profiled educators who were attempting to put it into practice in their classrooms. Since the book's publication, in 2012, the idea that educators should be teaching grit and self-control along with addition and subtraction has caught on across the country. Some school systems are embracing this notion institutionally. In California this spring, for example, a coalition of nine major school districts has been trying out a new school-assessment system that relies in part on measurements of students' noncognitive abilities, such as self-management and social awareness.

But here's the problem: For all our talk about noncognitive skills, nobody has yet found a reliable way to teach kids to be grittier or more resilient. And it has become clear, at the same time, that the educators who are best able to engender noncognitive abilities in their students often do so without really "teaching" these capacities the way one might teach math or reading—indeed, they often do so without ever saying a word about them in the classroom. This paradox has raised a pressing question for a new generation of researchers: Is the teaching paradigm the right one to use when it comes to helping young people develop noncognitive capacities?

What is emerging is a new idea: that qualities like grit and resilience are not formed through the traditional mechanics of “teaching”; instead, a growing number of researchers now believe, they are shaped by several specific environmental forces, both in the classroom and in the home, sometimes in subtle and intricate ways.

The process begins in early childhood, when the most important force shaping the development of these skills turns out to be a surprising one: stress. Over the past decade, neuroscientists have demonstrated with increasing clarity how severe and chronic stress in childhood—what doctors sometimes call toxic stress—leads to physiological and neurological adaptations in children that affect the way their minds and bodies develop and, significantly, the way they function in school.

Each of us has within us an intricate stress-response network that links together the brain, the immune system, and the endocrine system (the glands that produce and release stress hormones). In childhood, and especially in early childhood, this network is highly sensitive to environmental cues; it is constantly looking for signals from a child’s surroundings that might tell it what to expect in the days and years ahead. When those signals suggest that life is going to be hard, the network reacts by preparing for trouble: raising blood pressure, increasing the production of adrenaline, heightening vigilance. Neuroscientists have shown that children living in poverty experience more toxic stress than middle-class children, and that additional stress expresses itself in higher blood pressure and higher levels of certain stress hormones.

In the short term, these adaptations may have benefits, especially in a dangerous environment. When your threat-detection system—sometimes referred to as your fight-or-flight response—is on high alert, you can react quickly to trouble. But in the longer term, they can cause an array of physiological problems and impede development of the prefrontal cortex, the part of the brain that controls our most complex intellectual functions, as well as our ability to regulate ourselves both emotionally and cognitively.

On an emotional level, toxic stress can make it difficult for children to moderate their responses to disappointments and provocations. A highly sensitive stress-response system constantly on the lookout for threats can produce patterns of behavior that are self-defeating in school: fighting, talking back, acting up, and, more subtly, going through each day perpetually wary of connection with peers or teachers.

On a cognitive level, chronically elevated stress can disrupt the development of what are known as executive functions: higher-order mental abilities that some researchers compare to a team of air-traffic controllers overseeing the workings of the brain. Executive functions, which include working memory, attentional control, and cognitive flexibility, are exceptionally helpful in navigating unfamiliar situations and processing new information, which is exactly what we ask children to do at school every day. When a child’s executive functions *aren’t* fully developed, school days, with their complicated directions and constant distractions, can become a never-ending exercise in frustration.

Executive functions also serve as the developmental building blocks—the neurological infrastructure—underpinning the noncognitive capacities that educators are now so focused on. What this suggests is that if we want to help children demonstrate these qualities in school, there are two places where we need to change our approach. One is the classroom, where right now many fundamental practices of modern American pedagogy ignore this science of adversity. The second is where children’s neurobiological identity begins to be formed, long before they ever set foot in kindergarten: the home.

THE MOST IMPORTANT environmental factor in children's early lives, researchers have shown, is the way their parents and other adults interact with them. Beginning in infancy, children rely on responses from their parents to help them make sense of the world. Researchers at Harvard's Center on the Developing Child have labeled these "serve and return" interactions. An infant makes a sound or looks at an object—that's the serve—and her parents return the serve by responding to her babbles and cries with gestures, facial expressions, and speech. More than any other experiences in infancy, these rudimentary interactions trigger the development and strengthening of connections among the regions of the brain that control emotion, cognition, language, and memory.

A second crucial role that parents play early on is as external regulators of their children's stress. When parents behave harshly or unpredictably—especially at moments when their children are upset—the children are less likely over time to develop the ability to manage strong emotions and respond effectively to stressful situations. By contrast, when a child's parents respond to her jangled emotions in a sensitive and measured way, she is more likely to learn that she herself has the capacity to cope with her feelings, even intense and unpleasant ones.

But if a home environment can have a positive impact on a child's development, it can also do the opposite. One of the most influential studies of the long-term effect of a stressful early home life is the ongoing Adverse Childhood Experiences Study, which was launched in the 1990s by Robert F. Anda, a physician at the Centers for Disease Control and Prevention, and Vincent J. Felitti, the founder of the preventive-medicine department at Kaiser Permanente. Anda and Felitti identified 10 categories of childhood trauma: three categories of abuse, two of neglect, and five related to growing up in a "seriously dysfunctional household." They found that the number of these traumas a person experiences in childhood (a number that has come to be known as a person's ACE score) correlates in adulthood with health problems ranging from heart disease to cancer.

More recently, researchers using variations on Anda and Felitti's ACE scale have found that an elevated ACE score also has a negative effect on the development of a child's executive functions and on her ability to learn effectively in school. A study conducted by Nadine Burke Harris, a pediatrician and trauma researcher in San Francisco, found that just 3 percent of children in her clinic with an ACE score of zero displayed learning or behavioral problems. But among children who had an ACE score of four or more, 51 percent had learning or behavioral problems. A separate national study published in 2014 found that children with two or more ACEs were eight times as likely as children with none to demonstrate behavioral problems and more than twice as likely to repeat a grade in school. According to this study, slightly more than half of all children have never experienced a serious adverse event—but the other half, the ones with at least one ACE, account for 85 percent of the behavioral problems that children exhibit.

FOR CHILDREN WHO grow up without significant experiences of adversity, the skill-development process leading up to kindergarten generally works the way it's supposed to: Calm, consistent, responsive interactions in infancy with parents and other caregivers create neural connections that lay the foundation for a healthy array of attention and concentration skills. Just as early stress sends signals to the nervous system to maintain constant vigilance and prepare for a lifetime of trouble, early warmth and responsiveness send the opposite signals: *You're safe; life is going to be fine. Let down your guard; the people around you will protect you and provide for you. Be curious about the world; it's full of fascinating surprises.* These messages trigger adaptations in children's brains that allow them to slow down and consider problems and decisions more carefully, to focus their attention for longer periods, and to more willingly trade immediate gratification for promises of long-term benefits.

We don't always think of these abilities as academic in nature, but in fact they are enormously beneficial in helping kids achieve academic success in kindergarten and beyond. Without them, the transition from home or day care to kindergarten is likely to be fraught, and the challenge of learning the many things we ask kindergarten students to master can be overwhelming. In the classroom, neurocognitive difficulties can quickly turn into academic difficulties. Students don't learn to read on time, because it is harder for them to concentrate on the words on the page. They don't learn the basics of number sense, because they are too distracted by the emotions and anxieties overloading their nervous systems. As academic material becomes more complicated, they fall further behind. The more they fall behind, the worse they feel about themselves and about school. That creates more stress, which tends to feed into behavioral problems, which lead to stigmatization and punishment in the classroom, which keep their stress levels elevated, which makes it still harder to concentrate—and so on, throughout elementary school.

Fast-forward a few years, to the moment when those students arrive in middle or high school, and these executive-function challenges are now typically perceived to be problems of attitude or motivation. When teachers and administrators are confronted with students who find it hard to concentrate, manage their emotions, or deal calmly with provocation, the first instinct often is not to look at them as children who, because of a lifetime of stress, haven't yet developed a healthy set of self-regulation mechanisms. Instead, the adults see them as kids with behavioral problems who need, more than anything, to be disciplined.

When children and adolescents misbehave, we usually assume that they're doing so because they have considered the consequences of their actions and calculated that the benefits of misbehavior outweigh the costs. So our natural response is to increase the cost of misbehavior, by ratcheting up punishment. One of the chief insights that recent neurobiological research has provided, however, is that young people, especially those who have experienced significant adversity, are often guided by emotional and psychological and hormonal forces that are far from rational. This doesn't mean that teachers should excuse or ignore bad behavior. But it does explain why harsh punishments so often prove ineffective in motivating troubled young people to succeed.

Most American schools today operate according to a philosophy of discipline that has its roots in the 1980s and '90s, when a belief that schools would be safer and more effective if they had "zero tolerance" for violence, drug use, and other types of misbehavior led to a sharp rise in suspensions. In 2010, more than a tenth of all public-high-school students nationwide were suspended at least once. And suspension rates are substantially higher among certain demographic groups. African American students, for example, are suspended three times as often as white students. In Chicago public high schools (which have particularly good and well-analyzed data on suspensions), 27 percent of students who live in the city's poorest neighborhoods received an out-of-school suspension during the 2013–14 school year, as did 30 percent of students with a reported personal history of abuse or neglect.

Sixty percent of Chicago's out-of-school suspensions in public high schools are for infractions that don't involve violence or even a threat of violence: They are for talking back to teachers, violating school rules, and disruptive behavior. With the neurobiological research in mind, it's easy to see that kind of behavior—refusing to do what adults tell you to do, basically—as an expression not of a bad attitude or a defiant personality but of a poorly regulated stress-response system. Talking back and acting up in class are, at least in part, symptoms of a child's inability to control impulses, de-escalate confrontations, and manage anger and other strong feelings—the whole stew of self-regulation issues that can usually be traced to impaired executive-function development in early childhood.

The guiding theory behind much of the school discipline practiced in the United States today—and certainly behind the zero-tolerance, suspension-heavy approach that has dominated since the 1990s—is behaviorism, which is grounded in the idea that humans respond to incentives and reinforcement. If we get positive reinforcement for a certain behavior, we’re likely to do it more; if we get negative reinforcement, we’re likely to do it less.

Clearly, on some level, behaviorism works. People, including children, respond well to behavioral cues, at least in the short term. But researchers are coming to understand that there are limits to the effectiveness of rewards and punishments in education, and that for young people whose neurological and psychological development has been shaped by intense stress, straightforward reward systems are often especially ineffective.

ROLAND G. FRYER JR., a celebrated economics professor at Harvard, has spent the past decade testing out a variety of incentive schemes with public-school students in Houston, New York, Chicago, and other American cities that have school systems with high poverty rates. Fryer has paid parents for attending parent-teacher conferences, students for reading books, and teachers for raising test scores. He has given kids cellphones to inspire them to study harder. Altogether, he has handed out millions of dollars in rewards and prizes. As a body of work, Fryer’s incentive studies have marked one of the biggest and most thorough educational experiments in American history.

And yet in almost every case, Fryer’s incentive programs have had no effect. From 2007 to 2009, Fryer distributed a total of \$9.4 million in cash incentives to 27,000 students, to promote book reading in Dallas, to raise test scores in New York, and to improve course grades in Chicago—all with no effect. “The impact of financial incentives on student achievement,” Fryer reported, “is statistically 0 in each city.” In the 2010–11 school year, he gave cash incentives to fifth-grade students in 25 low-performing public schools in Houston, and to their parents and teachers, with the intent of increasing the time they spent on math homework and improving their scores on standardized math tests. The students performed the tasks necessary to get paid, but their average math scores at the end of eight months hadn’t changed at all. When Fryer looked at their reading scores, he found that they actually went *down*.

The stark fact that complicates incentive studies like Fryer’s is that children who grow up in difficult circumstances already have a powerful set of material incentives to get a good education. Adults with a high-school degree fare far better in life than adults without one. They not only earn more, on average, but they also have more-stable families, better health, and less chance of being arrested or incarcerated. Those with college degrees similarly do much better, on average, than those without. Young people know this. And yet when it comes time to make any of the many crucial decisions that affect their likelihood of reaching those educational milestones, kids growing up in adversity often make choices that seem in flagrant opposition to their self-interest, rendering those goals more distant and difficult to attain.

Within the field of psychology, one important body of thought that helps explain this apparent paradox is self-determination theory, which is the life’s work of Edward L. Deci and Richard M. Ryan, two professors at the University of Rochester. Deci and Ryan came up with the beginnings of their theory in the 1970s, when the field was mostly dominated by behaviorists, who believed that people’s actions are governed solely by their motivation to fulfill basic biological needs and thus are highly responsive to straightforward rewards and punishments.

In early childhood, the most important force shaping the development of qualities such as grit and resilience turns out to be a surprising one: stress.

Deci and Ryan, by contrast, argued that we are mostly motivated not by the material consequences of our actions but by the inherent enjoyment and meaning that those actions bring us, a phenomenon called intrinsic motivation. They identified three key human needs—our need for competence, our need for autonomy, and our need for relatedness, meaning personal connection—and they posited that intrinsic motivation can be sustained only when we feel that those needs are being satisfied.

In their writing on education, Deci and Ryan acknowledge that many of the tasks that teachers ask students to complete each day are not inherently fun or satisfying; learning anything, be it painting or computer programming or algebra, involves a lot of repetitive practice. It is at these moments, they write, that *extrinsic* motivation becomes important: when tasks must be performed not for the inherent satisfaction of completing them, but for some separate outcome. When teachers are able to create an environment that fosters competence, autonomy, and relatedness, Deci and Ryan say, students are much more likely to feel motivated to do that hard work.

The problem is that when disadvantaged children run into trouble in school, either academically or behaviorally, most schools respond by imposing more control on them, not less. This diminishes their fragile sense of autonomy. As these students fall behind their peers academically, they feel less and less competent. And if their relationships with their teachers are wary or even contentious, they are less likely to experience the kind of relatedness that Deci and Ryan describe as being so powerfully motivating for young people in the classroom. Once students reach that point, no collection of material incentives or punishments is going to motivate them, at least not in a deep or sustained way.

All of which brings me back to the question of how to help children develop those mysterious noncognitive capacities. If we want students to act in ways that will maximize their future opportunities—to persevere through challenges, to delay gratification, to control their impulses—we need to consider what might motivate them to take those difficult steps. What Deci and Ryan's research suggests is that students will be more likely to display these positive academic habits when they are in an environment where they feel a sense of belonging, independence, and growth—or, to use Deci and Ryan's language, where they experience relatedness, autonomy, and competence.

So what do those academic environments look like? And how do we help teachers to create them?

A FEW YEARS AGO, a young economist at Northwestern University named C. Kirabo Jackson began investigating how to measure educators' effectiveness. In many school systems these days, teachers are assessed based primarily on one data point: the standardized-test scores of their students. Jackson suspected that the true impact teachers had on their students was more complicated than a single test score could reveal. So he found and analyzed a detailed database in North Carolina that tracked the performance of every single ninth-grade student in the state from 2005 to 2011—a total of 464,502 students. His data followed their progress not only in ninth grade but throughout high school.

Jackson had access to students' scores on the statewide standardized test, and he used that as a rough measure of their cognitive ability. This is the number that education officials generally look at when trying to assess teachers' impact. But then Jackson did something new. He created a proxy measure for students' *noncognitive* ability, using just four pieces of existing administrative data: attendance, suspensions, on-time grade progression, and overall GPA. Jackson's new index measured, in a fairly crude way, how engaged students were in school—whether they showed up, whether they misbehaved, and how hard they worked in their classes. Jackson found that this simple noncognitive proxy was, remarkably, a better predictor than students' test scores of whether the students would go on to attend college, a better predictor of adult wages, and a better predictor of future arrests.

Just as early stress sends signals to the nervous system to prepare for trouble, early warmth and responsiveness send the opposite signals: *You're safe; life is going to be fine.*

Jackson's proxy measure allowed him to do some intriguing analysis of teachers' effectiveness. He subjected every ninth-grade English and algebra teacher in North Carolina to what economists call a value-added assessment. First he calculated whether and how being a student in a particular teacher's class affected that student's standardized-test score. Then, separately, he calculated the effect that teachers had on their students' noncognitive proxy measure: on their attendance, suspensions, timely progression from one grade to the next, and overall GPA.

Jackson found that some teachers were reliably able to raise their students' standardized-test scores year after year. These are the teachers, in every teacher-evaluation system in the country, who are the most valued and most rewarded. But he also found that there was another distinct cohort of teachers who were reliably able to raise their students' performance on his noncognitive measure. If you were assigned to the class of a teacher in this cohort, you were more likely to show up to school, more likely to avoid suspension, more likely to move on to the next grade. And your overall GPA went up—not just your grades in that particular teacher's class, but your grades in your other classes, too.

Jackson found that these two groups of successful teachers did not necessarily overlap much; in every school, it seemed, there were certain teachers who were especially good at developing cognitive skills in their students and other teachers who excelled at developing noncognitive skills. But the teachers in the second cohort were not being rewarded for their success with their students—indeed, it seemed likely that no one but Jackson even realized that they *were* successful. And yet those teachers, according to Jackson's calculations, were doing more to get their students to college and raise their future wages than were the much-celebrated teachers who boosted students' test scores.

Jackson's study didn't reveal whether these teachers increased their students' grit or optimism or conscientiousness and by how many percentage points. Instead, it suggested that that's probably the wrong question to be asking. Jackson's data showed that spending a few hours each week in close proximity to a certain kind of teacher changed *something* about students' behavior. And that was what mattered. Somehow these teachers were able to convey deep messages—perhaps implicitly or even subliminally—about belonging, connection, ability, and opportunity. And somehow those messages had a profound impact on students' psychology, and thus on their behavior.

The environment those teachers created in the classroom, and the messages that environment conveyed, motivated students to start making better decisions—to show up to class, to persevere longer at difficult tasks, and to deal more resiliently with the countless small-scale setbacks and frustrations that make up the typical student's school day. And those decisions improved their lives in meaningful ways. Did the students learn new skills that enabled them to behave differently? Maybe. Or maybe what we are choosing to call "skills" in this case are really just new ways of thinking about the world or about themselves—a new set of attitudes or beliefs that somehow unleash a new way of behaving.

SO WHICH MESSAGES most effectively motivate young people to persevere? And how does a teacher convey them to students? These are particularly lively questions in education right now, and the scholar trying most comprehensively to answer them is Camille A. Farrington, a former inner-city high-school teacher who now works at the University of Chicago Consortium on School Research. When she was teaching, Farrington sometimes felt mystified by the choices that some of her students made. Why weren't they more consistently motivated to work hard and thus reap the benefits of a good education? As a researcher, Farrington has carefully investigated this question, and in 2012, she and a team of

colleagues published a report titled "Teaching Adolescents to Become Learners," which offered some novel answers.

The report was in many ways a reaction to the recent push among educators to identify, assess, and teach noncognitive skills. While Farrington agreed with the growing consensus that a student's ability to persevere in school was important, she was skeptical of the idea that perseverance could be taught in the same way that we teach math, reading, or history. "There is little evidence that working directly on changing students' grit or perseverance would be an effective lever for improving their academic performance," Farrington and her colleagues wrote. "While some students are more likely to persist in tasks or exhibit self-discipline than others, *all* students are more likely to demonstrate perseverance if the school or classroom context helps them develop positive mindsets and effective learning strategies."

They went on to identify a phenomenon they called academic perseverance—the tendency to maintain positive academic behaviors despite setbacks. What distinguishes students with academic perseverance, they wrote, is their resilient attitude toward failure. These students continue to work hard in a class even after failing a few tests; when they are stumped or confused by complex material, they look for new ways to master it rather than simply giving up. Academic perseverance, in Farrington's formulation, shares certain qualities with noncognitive capacities such as grit and self-control and delay of gratification. But unlike those personality traits, which psychologists have shown to be mostly stable over time, a student's academic perseverance, according to Farrington, is highly dependent on context. A student might be inclined to persevere in school in 10th grade but not in 11th grade. He might persevere in math class but not in history.

In essence, what Farrington found was this: If you are a teacher, you may never be able to get your students to *be* gritty, in the sense of developing some essential character trait called grit. But you can probably make them *act* gritty—to behave in gritty ways in your classroom. And those behaviors will help produce the academic outcomes that you (and your students and society at large) are hoping for.

What makes a student persevere in any given classroom on any given day? Farrington's answer is that it depends on his academic mind-set: the attitudes and self-perceptions and mental representations that are bouncing around inside his head. That mind-set is the product of countless environmental forces, but research done by Carol S. Dweck, a Stanford psychologist, and others has shown that teachers can have an enormous impact on their students' mind-sets, often without knowing it. Messages that teachers convey—large and small, explicit and implicit—affect the way students feel in the classroom, and thus the way they behave there.

Farrington has distilled this voluminous mind-set research into four key beliefs that, when embraced by students, seem to contribute most significantly to their tendency to persevere in the classroom:

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.

If students hold these beliefs in mind as they are sitting in math class, Farrington concludes, they are more likely to persevere through the challenges and failures they encounter there. And if they don't, they are more likely to give up at the first sign of trouble.

The problem, of course, is that students who grow up in conditions of adversity are primed, in all sorts of ways, not to believe *any* of Farrington's four statements when they're sitting in math class. This is in

part due to the neurobiological effects of adversity, beginning in early childhood. Remember that one of the signal results of toxic-stress exposure is a hyperactive fight-or-flight mechanism, which does not encourage in students the soothing belief *I belong here*. Instead, it conveys opposite warnings, at car-alarm volume: *I don't belong here. This is enemy territory. Everyone in this school is out to get me*. Add to this the fact that many children raised in adversity, by the time they get to middle or high school, are significantly behind their peers academically and disproportionately likely to have a history of confrontations with school administrators. These students, as a result, tend to be the ones placed in remedial classes or subjected to repeated suspensions or both—none of which makes them likely to think *I belong here* or *I can succeed at this*.

MOST AMERICAN SCHOOLS don't do a particularly good job of creating environments that convey to students, especially low-income students, the four beliefs that Farrington identified. What Kirabo Jackson seems to have discovered is that certain educators have been able to create such an environment in their own classroom, regardless of the climate in the school as a whole. Until recently, though, school-wide strategies that encouraged these positive mind-sets in students were rare.

Now, however, some new, more comprehensive approaches are emerging. Many of them draw on the neurobiological research that explains how a childhood full of toxic stress can produce obstacles to school success. They take as their premise that in order to help students overcome those obstacles, it may be necessary to alter some basic practices and assumptions within an entire school. These efforts target students' beliefs in two separate categories, each one echoing items on Farrington's list: first, students' feelings about their place in the school (*I belong in this academic community*), and then their feelings about the work they are doing in class (*my ability and competence grow with my effort; I can succeed at this; this work has value for me*).

One example of this comprehensive approach is Turnaround for Children, a school-transformation nonprofit that works in high-poverty schools in New York City; Newark, New Jersey; and Washington, D.C. According to research done by the organization, many of the behavior-management challenges that educators in high-poverty schools face are due to the combustible combination, in the classroom, of two cohorts of students. The first is a small group of students who have experienced high levels of toxic stress (and likely have high ACE scores) and as a result are angry and rebellious and disruptive. This group, Turnaround estimates, represents between 10 and 15 percent of the student body in most high-poverty schools. Students in the second cohort have also experienced adversity and stress, but not to the same intense degree. These students are less likely to start trouble, but their highly sensitive fight-or-flight mechanisms are easily triggered when trouble arrives.

When Turnaround is contracted to work at a particular school, its intervention team, usually three or four people, begins by addressing the psychological needs of potentially disruptive students, sometimes offering them on-site counseling and mentoring, often referring them and their families to mental-health services. At the same time, the organization's team works to improve the classroom environment as a whole, coaching teachers in behavior-management techniques that dial confrontations down rather than up, and giving them strategies to help create a climate of belonging and engagement in the classroom.

Turnaround then expands its intervention to focus not just on the emotional atmosphere of the classroom but also on the teaching and learning that happens there. Last spring, I visited Middle School 45, in the Bronx, a high-poverty public school where Turnaround had been working for about a year. During my visit, much of the intervention team's focus was on encouraging teachers in what it called cooperative learning, a pedagogical approach that promotes student engagement in the learning process: less lecture time; fewer repetitive worksheets; more time spent working in small groups, solving problems, engaging

in discussions, and collaborating on long-term creative projects. It's a style of teaching and classroom organization that is relatively common in independent schools and in wealthy suburbs but quite unusual in inner-city public schools.

For many teachers at MS 45, embracing this part of the Turnaround model was a challenge. Giving students more autonomy in their learning meant giving up control. And like many teachers at other high-poverty schools, those at MS 45 had come to believe that with students as potentially disruptive as theirs, strong, dominant teacher control was the only way to keep the classroom calm and orderly; handing over the reins would mean chaos. But Turnaround's coaches eventually convinced the teachers—or most of them, anyway—that giving students more opportunity to experience autonomy and to engage deeply in their own learning would improve their motivation and mind-set. When the teachers tried these new methods, they discovered, often to their surprise, that they worked.

THAT PROCESS WAS also in evidence at another school I visited recently: Polaris Charter Academy, on Chicago's West Side. Polaris is affiliated with a national nonprofit called EL Education. (The organization was known as Expeditionary Learning until October, when it changed its name.) The EL Education network is made up of more than 150 schools: urban, suburban, and rural; charter and traditional public; high-poverty and middle-class. Polaris, which enrolls students from kindergarten through eighth grade, has one of the more disadvantaged student bodies in the network: 94 percent of the students are eligible for free or reduced-price lunch, and the neighborhood where the school is located, West Humboldt Park, has high rates of violent crime, unemployment, and poverty.

Like Turnaround, EL Education uses two parallel strategies to try to develop the most beneficial academic mind-set in its students. The first strategy has to do with belonging and relationships; the second has to do with work and challenges. On the relationship side, the most important institution at EL schools is Crew, an ongoing, multiyear discussion and advisory group for students. Each EL student belongs to a crew, which typically meets every day for half an hour or so to discuss matters important to the students, both academic and personal. In middle school and high school, the groups are relatively intimate—10 or 15 kids—and students generally stay in the same crew for three years or longer, with the same teacher leading the group year after year. Many EL students will tell you that their crew meeting is the place where they most feel a sense of belonging at school; for some of them, it's the place where they most feel a sense of belonging, period.

The central premise of EL schools is that character is built not through lectures or direct instruction from teachers but through the experience of persevering as students confront challenging academic work.

Crew is the centerpiece of EL's strategy for immersing students in an environment of supportive relationships. But just as significant an element of the EL formula is its pedagogical strategy. Classrooms at EL schools are by design much more engaging and interactive than classrooms in most other American public schools. They are full of student discussions and group activities large and small; teachers guide the conversation, but they spend considerably less time lecturing than most other public-school teachers do. EL students complete a lot of rigorous and demanding long-term projects, often going through extensive and repeated revisions based on critiques from teachers and peers. They frequently work on these projects in collaborative groups, and many projects conclude with students giving a presentation in front of the class, the school, or even a community group. In addition, students are responsible, whenever possible, for assessing themselves; two or three times a year, at report-card time, parents or other family members come to the school for meetings known as student-led conferences, in which students as young as 5 narrate for their parents and teachers their achievements and struggles over the past semester.

The pedagogical guru behind EL's instructional practices and curriculum is Ron Berger, the organization's chief academic officer. Berger, who spent 28 years working as a public-school teacher in rural Massachusetts and an educational consultant before joining EL Education, clearly feels a special connection with those EL schools, like Polaris, that enroll high numbers of students growing up in adversity. When we spoke, he explained that this feeling of connection is rooted in his own childhood: He grew up with four siblings in a chaotic and unstable family. He knows firsthand how stress and trauma at home can unsettle and derail a child's development, and he understands that without the right intervention, the child may never recover from those early setbacks.

EL schools have been shown in independent studies to have a significant positive effect on academic progress. A 2013 study by Mathematica Policy Research revealed that students at five urban EL middle schools advanced ahead of peers at comparison schools by an average of 10 months in math and seven months in reading over the course of three years. The research also shows that an EL education has a greater positive impact on low-income students than it does on other students.

Berger said he is not surprised by that latter fact; he has a clear sense of the barriers that keep some low-income students from learning, and how and why the EL model might be able to help them overcome those barriers. "Some kids get withdrawn and protective," he told me. "Other kids get this kind of shell of being a tough guy, and they're frozen in school. Either way, it restricts them from being able to contribute in class, to be a part of discussions, to raise their hand, to show that they care about their learning. It holds back any kind of passion or interaction. They can't take risks in school, and you can't learn if you're not taking risks." Berger recognizes these behaviors, he said, because they are exactly what he himself did when he was a kid.

Students at EL schools, Berger said, can't hide the way that he did. Crew helps pull them out of their shell, and in class they're compelled daily to interact with their peers and teachers in group discussions and to collaborate on group projects, and before long that kind of interaction begins to feel natural. When I visited another EL school last spring, the Washington Heights Expeditionary Learning School (known as WHEELS), in Upper Manhattan, almost every classroom I observed was engaged in some kind of elaborate discussion or creative project that demanded involvement from every student. In one seventh-grade social-science class, the students were clustered in groups of four, working together with markers on a big poster. They had been assigned to represent either the Federalist or the Republican Party during the political debates of the 1790s, and they covered their posters with slogans and arguments supporting the case for their vision of government, preparing for a class-wide debate. The teacher glided from table to table, asking questions and offering advice, but for the most part the students managed themselves. I was struck by the unusual fact that these were middle-school students studying U.S. history who seemed genuinely to be having fun.

What's more, these students were among the most disadvantaged in the New York City public-school system. Eighty-eight percent of the student population at WHEELS has a family income that falls below the federal cutoff for a free lunch, and almost all are Latino or African American. They belong to a demographic, in other words, that in many big-city middle and high schools is seen as a behavioral challenge and an academic liability. In social-science class that day, however, they were learning complex material and behaving perfectly well—and not because they were incentivized with rewards or threatened with punishments, but because school was, for that period at least, actually kind of interesting.

Teachers and administrators at EL schools talk quite a bit about character—their term for noncognitive skills. The central premise of EL schools is that character is built not through lectures or direct

instruction from teachers but through the experience of persevering as students confront challenging academic work. This, to me, is the most significant innovation in the work that is going on at EL schools. In general, when schools do try to directly address the impact that a stress-filled childhood might have on disadvantaged students, the first—and often the only—approach they employ has to do with their students' emotional health, with relationships and belonging. And while those students certainly need the sense of connection that comes from feeling embedded within a web of deep and close relationships at school, the crucial insight of EL Education is that belonging isn't enough on its own. For a student to truly feel motivated by and about school, he also has to perceive that he is doing work that is challenging, rigorous, and meaningful.

APPROACHES LIKE THOSE employed by Turnaround for Children and EL Education are growing in attention and prominence. But they are still quite rare. Most low-income students in the United States today are enrolled in schools where they are frequently disciplined but seldom challenged. That strategy clearly doesn't work very well for those students, and the research that psychologists, economists, and neuroscientists have been amassing in recent years now allows us to understand, more clearly than ever before, exactly *why* it doesn't work.

What is exciting to me about visiting schools like WHEELS and Polaris and MS 45 is that you can see the possibility, however embryonic, that a new approach to educating low-income children—one rooted in what we're discovering about brain development, human psychology, and the science of adversity—might now be emerging.

A new approach to educating low-income children—one rooted in what we're discovering about brain development and the science of adversity—might be emerging.

In December, the much-criticized No Child Left Behind Act, which dominated federal education policy for the past decade and a half, was finally euthanized, replaced by a new law that mostly shifts down to the states the accountability for student success that No Child Left Behind centralized in Washington, D.C. For all its flaws, No Child Left Behind had as its guiding principle a noble and important idea: that the academic-achievement gap between low-income children and their better-off peers could and must be closed. The law was spectacularly unsuccessful at accomplishing that goal—the gap in eighth-grade reading and math test scores has barely budged since 2003—but the failure of its methods doesn't diminish the urgency of its central goal.

Here's a hopeful thought: Perhaps with the demise of the law, the education debates that raged so furiously during the No Child Left Behind era—on charter schools and Common Core, teacher contracts and standardized testing—might now give way to more-productive discussions about what low-income children need to succeed. We know a lot more than we did when the law was passed about the powerful environmental forces that are acting on many low-income children, beginning in infancy. And we know a lot more than we used to about what interventions and strategies—both at home and in the classroom—most effectively help these young people thrive in school and beyond. A national conversation that starts from this growing scientific consensus and moves forward into policy might be our best chance to improve the lives of the 51 percent of American public-school students who most need our help.

This article is adapted from Paul Tough's new book, [Helping Children Succeed: What Works and Why](#). This work was funded in part by a grant from the CityBridge Foundation, the education-focused foundation of Katherine and David Bradley, who also own The Atlantic.

From: Derksen, Nick
Sent: Wednesday, October 25, 2017 7:09 AM
To: 'Darold Johnson'
Subject: RE: MA and Ohio standards the same

Thanks Darold.

I will review.

Best,

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Darold Johnson [mailto:djohnson@oft-aft.org]
Sent: Wednesday, October 25, 2017 10:08 AM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: MA and Ohio standards the same

Hi Nick

Here what I was looking at last night at the hearing. MA shifted the standards to focus more on deeper knowledge on how math works and to have learning expectation clarified. It also made changes for the common core. However, the new ESSA bill gets rid of Leave no Child Behind and leaves only the testing for grades 3-8 and eliminates race to the top and the state must have one state standard from which to work. Education policy should be based on evidence models.

Darold Johnson
Ohio Federation of Teachers
Dir. of Legislation and Political Action
Work: 614-257-4191
Cell: 614-3093762

Massachusetts - 2017

2010 Standard	2017 Standard	Rationale for revision
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.	<p>Revisions are in red text</p> <p>Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one single- digit numbers and related differences. For example, the sum $6 + 5 = 11$ has related differences of $11 - 5 = 6$ and $11 - 6 = 5$.</p>	<p>Edits made to clarify wording of the standard and to incorporate the learning expectation of deleted standard 2.OA.2.MA.2.a. (See below.)</p>

From: Education Week Teacher

Sent: Thursday, November 16, 2017 3:30 AM

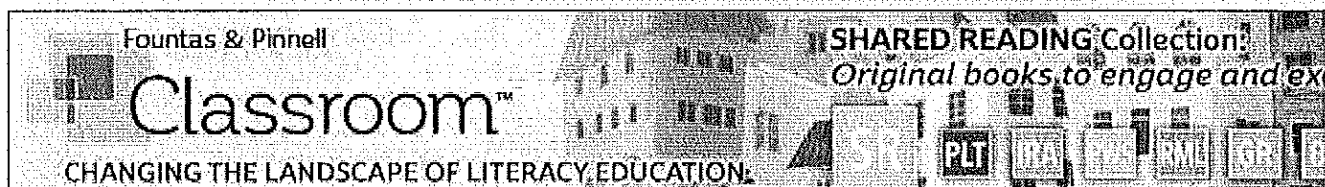
To: Derksen, Nick

Subject: Teacher Update: Pronouncing Students' Names Correctly Should Be a Big Deal (Opinion)

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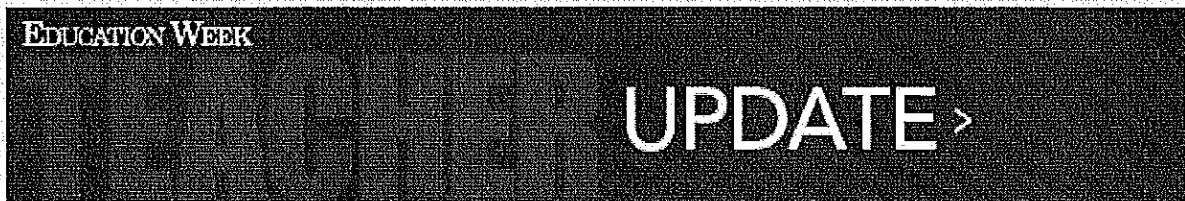


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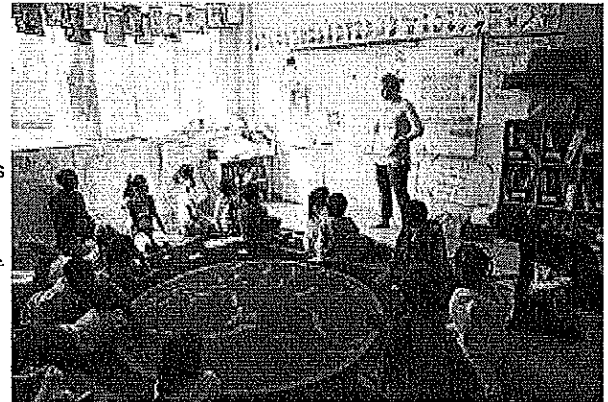
UPDATE >

The banner has a dark, textured background with the words 'EDUCATION WEEK' in a serif font and 'UPDATE >' in a large, bold, sans-serif font.

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(Teacher)



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FIRST PERSON

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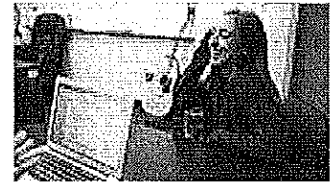
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How to Build a DIY Rocket Launcher in Class (Video)

Tom Jenkins, a middle school science and STEM teacher in Springfield, Ohio, gives step-by-step instructions for building a do-it-yourself rocket launcher in the classroom. [Watch video.](#)

(Teacher)



= EDUCATION WEEK FREE QUIZ

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Quiz Yourself : English-Language Learners

A Which teaching practices are most effective for delivering academic content to ELLs, how many English-learners will move out of all language-development courses this year, and in what programs do native Spanish-speaking students have more success learning English? [See other Quizzes.](#)

UPCOMING EVENTS

PREMIUM WEBINAR - Friday, November 17, 2017, 11 a.m. to 12 p.m. ET

How to Succeed in International Markets-and Mistakes to Avoid

Entering the K-12 market in another country takes research, networking, a plan, and an appetite for risk-taking. Join our guests who will offer steps for how to identify good markets for educational products and services, and valuable tips for working with resellers in other countries. [Click here to attend this free live event.](#)

SPONSORED WEBINAR - Wednesday, Dec. 6, 2017, 2 to 3 p.m. ET

District Approaches to Raising Math Achievement Through Data-Informed Learning

In this webinar, Lynn Simmers, assistant superintendent, Southwest Allen County School District, and Dr. Tim Hudson, senior vice president of learning, DreamBox Learning, will share strategies to help your district create a path to success for all learners using data-informed, personalized learning approaches. [Click here to attend this free live event.](#)

Content provided by: DreamBox Learning

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From: EdWeek Update

Sent: Thursday, November 16, 2017 8:01 AM

To: Derksen, Nick

Subject: 'There Is No Oversight': Private-School Vouchers Can Leave Parents on Their Own

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'There Is No Oversight': Private-School Vouchers Can Leave Parents on Their Own

The Florida private schools that last year collected \$825 million in taxpayer-funded vouchers and scholarships have few requirements for informing the public on how they are serving students. [Read more.](#)

• Florida's Voucher Program: A Data Snapshot

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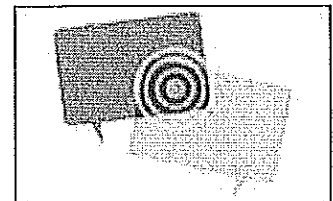
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COMMENTARY

Good Communication Doesn't Come Naturally. We Have to Teach It

In a climate of intense political polarization, students need better training in communicating their ideas, write three education researchers. [Read more.](#)

(*Education Week*) = 9



Democrats Press Trump Nominees on School Choice and Civil Rights

Senate education committee Democrats used the confirmation hearing of two top U.S. Department of Education nominees to make their case against the Trump administration's favorite K-12 policy: School choice. [Read more.](#)

(Politics K-12)

• A Polarizing Pick for Education Department's No. 2 Slot

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OPINION

Parent Input: An Underutilized Teaching Superpower

When students struggle in class, teachers should turn to their parents for advice on assessing their needs and creating effective support strategies, educator Kyle Redford argues. [Read more.](#)

(Teacher)



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State Spending on K-12 Rises Slightly in 2017, Despite Headwinds

State spending for K-12 rose by 4 percent from 2016 to 2017, even as tax revenues remained relatively stagnant, according to the National Association of State Budget Officers." [Read more.](#)

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College Leaders: Preparing Students for Careers Isn't Top Priority

(High School & Beyond)

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(Teaching Now)

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(Vander Ark on Innovation)

NEW BLOG

Everyday Equity in the Classroom: A Start

(Everyday Equity in the Classroom) = A

Making Math About More Than Numbers: A Case for Evaluation-Based Grading

(Learning Deeply)

Talent Wins at Seton Catholic Schools

(Rick Hess Straight Up)

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1. Boys Read Better When There Are More Girls in Class, Study Finds (Inside School Research)
2. New Data Detail Effect of Inclusion on Teaching Time
3. Betsy DeVos: Stop 'Forcing' Four-Year Degrees as Only Pathway to Success (Politics K-12)
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From: Lawlor, Allison
Sent: Wednesday, November 29, 2017 9:19 AM
To: Derksen, Nick
Subject: FW: HB 318 IP Meeting
Attachments: l_132_0874-4.pdf

FYI

From: Harris, Stephen
Sent: Wednesday, November 29, 2017 11:28 AM
To: johnpattersonhd99@gmail.com; 'Mike Weinman' <mweinman@fopohio.org>; 'Melissa Clark (clarkm@ohea.org)' <clarkm@ohea.org>; 'Darold Johnson' <djohnson@oft-aft.org>; 'Tom Ash' <ash@basa-ohio.org>; 'Barbara@oasbo-ohio.org' <Barbara@oasbo-ohio.org>; 'kari.parsons@osroa.org' <kari.parsons@osroa.org>; 'michelle@fitzgibbongroup.com' <michelle@fitzgibbongroup.com>; 'mdavis@thesuccessgroup.com' <mdavis@thesuccessgroup.com>; 'Gabriella Celeste' <mgc36@case.edu>; 'Tim Armelli' <tim.armelli@coachhallfoundation.org>; 'frank.hall@aacs.net' <frank.hall@aacs.net>; 'Nancy McArthur' <nmcARTHUR@windstream.net>; 'Hanlon, Michael' <michael.hanlon@chardonschools.org>; 'Amanda Sines' <amanda@gov-advantage.com>; 'Jay Smith' <jaysmith@ohioschoolboards.org>; 'edavies@jjohio.org' <edavies@jjohio.org>; 'Molly.Rafeld@ohioattorneygeneral.gov' <Molly.Rafeld@ohioattorneygeneral.gov>; Lawlor, Allison <Allison.Lawlor@ohiohouse.gov>; 'donna.harrass@oacp.org' <donna.harrass@oacp.org>; 'john.gilchrist@oacp.org' <john.gilchrist@oacp.org>; 'agongwer@ontariopolice.oh.gov' <agongwer@ontariopolice.oh.gov>; 'chs.sro@chardonschools.org' <chs.sro@chardonschools.org>; 'st_bsmith@smfcsd.org' <st_bsmith@smfcsd.org>; '607@auglaizecounty.org' <607@auglaizecounty.org>; 'hvoneckartsberg@dublin.oh.us' <hvoneckartsberg@dublin.oh.us>
Cc: Price, Ciara <Ciara.Price@ohiohouse.gov>
Subject: RE: HB 318 IP Meeting

Good morning,

Attached is the latest draft of the sub bill. Please let us know what feedback you have.

Thanks,
Steve

Stephen M. Harris
Legislative Aide to Rep. John Patterson
Ohio House of Representatives - District 99
Stephen.Harris@ohiohouse.gov
614-466-1405



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From: Harris, Stephen

Sent: Tuesday, November 14, 2017 2:06 PM

To: 'Mike Weinman' <mweinman@fopohio.org>; 'Melissa Clark (clarkm@ohea.org)' <clarkm@ohea.org>; 'Darold Johnson' <djohnson@oft-aft.org>; 'Tom Ash' <ash@basa-ohio.org>; 'Barbara@oasbo-ohio.org' <Barbara@oasbo-ohio.org>; 'kari.parsons@osroa.org' <kari.parsons@osroa.org>; 'michelle@fitzgibbongroup.com' <michelle@fitzgibbongroup.com>; 'mdavis@thesuccessgroup.com' <mdavis@thesuccessgroup.com>; 'Gabriella Celeste' <mgc36@case.edu>; Holly Cantrell <Holly.Cantrell@lsc.ohio.gov>; 'Tim Armelli' <tim.armelli@coachhallfoundation.org>; 'frank.hall@aacs.net' <frank.hall@aacs.net>; 'Nancy McArthur' <nmcArthur@windstream.net>; 'Hanlon, Michael' <michael.hanlon@chardonschools.org>; 'Amanda Sines' <amanda@gov-advantage.com>; 'Jay Smith' <jaysmith@ohioschoolboards.org>; 'edavies@jjohio.org' <edavies@jjohio.org>; 'Molly.Rafeld@ohioattorneygeneral.gov' <Molly.Rafeld@ohioattorneygeneral.gov>; Lawlor, Allison <Allison.Lawlor@ohiohouse.gov>
Cc: Price, Ciara <Ciara.Price@ohiohouse.gov>
Subject: RE: HB 318 IP Meeting

Hi everyone,

Attached is the latest draft of the sub bill, which we will be working from in tomorrow's meeting.

Steve

Stephen M. Harris

Legislative Aide to Rep. John Patterson
Ohio House of Representatives - District 99
Stephen.Harris@ohiohouse.gov
614-466-1405



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From: Harris, Stephen

Sent: Thursday, November 09, 2017 12:52 PM

To: 'Mike Weinman' <mweinman@fopohio.org>; 'Melissa Clark (clarkm@ohea.org)' <clarkm@ohea.org>; 'Darold Johnson' <djohnson@oft-aft.org>; 'Tom Ash' <ash@basa-ohio.org>; 'Barbara@oasbo-ohio.org' <Barbara@oasbo-ohio.org>; 'kari.parsons@osroa.org' <kari.parsons@osroa.org>; 'michelle@fitzgibbongroup.com' <michelle@fitzgibbongroup.com>; 'mdavis@thesuccessgroup.com' <mdavis@thesuccessgroup.com>; 'Gabriella Celeste' <mgc36@case.edu>; Holly Cantrell <Holly.Cantrell@lsc.ohio.gov>; 'Tim Armelli' <tim.armelli@coachhallfoundation.org>; 'frank.hall@aacs.net' <frank.hall@aacs.net>; 'Nancy McArthur' <nmcarthur@windstream.net>; 'Hanlon, Michael' <michael.hanlon@chardonschools.org>; 'Amanda Sines' <amanda@gov-advantage.com>; 'Jay Smith' <jaysmith@ohioschoolboards.org>; 'edavies@jjohio.org' <edavies@jjohio.org>; 'Molly.Rafeld@ohioattorneygeneral.gov' <Molly.Rafeld@ohioattorneygeneral.gov>
Cc: Price, Ciara <Ciara.Price@ohiohouse.gov>
Subject: RE: HB 318 IP Meeting

Hi everyone,

Based on the responses I've received the meeting will be held at **11:00AM** next **Wednesday, Nov 15** in the **West Conference Room** on the **13th Floor** of the **Riffe Center**.

If you're not able to join in person please use the following conference line: 515-739-1034
Passcode: 521920#

Thanks,
Steve

Stephen M. Harris

Legislative Aide to Rep. John Patterson
Ohio House of Representatives - District 99
Stephen.Harris@ohiohouse.gov
614-466-1405



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From: Harris, Stephen

Sent: Wednesday, November 08, 2017 3:23 PM

To: 'Mike Weinman' <mweinman@fopohio.org>; Melissa Clark (clarkm@ohea.org) <clarkm@ohea.org>; 'Darold Johnson' <djohnson@oft-aft.org>; 'Tom Ash' <ash@basa-ohio.org>; Barbara@oasbo-ohio.org; 'kari.parsons@osroa.org' <kari.parsons@osroa.org>; 'michelle@fitzgibbongroup.com' <michelle@fitzgibbongroup.com>; mdavis@thesuccessgroup.com; 'Gabriella Celeste' <mgc36@case.edu>; Holly Cantrell <Holly.Cantrell@lsc.ohio.gov>; 'Tim Armelli' <tim.armelli@coachhallfoundation.org>; 'frank.hall@aacns.net' <frank.hall@aacns.net>; 'Nancy McArthur' <nmcarthur@windstream.net>; 'Hanlon, Michael' <michael.hanlon@chardonschools.org>
Cc: Price, Ciara <Ciara.Price@ohiohouse.gov>
Subject: HB 318 IP Meeting

Hi everyone,

We've received a number of suggested changes to HB 318 over the last several weeks. As we continue to track and incorporate changes into a substitute version Reps. Patterson and LaTourette would like to host an IP meeting **next Wednesday, Nov 15** to go over any remaining concerns and finalize language for the sub bill. Some of the possible changes we've discussed so far are already incorporated in the attached sub bill draft, while other possible changes are described in the second attachment with comments from LSC.

LSC is currently working on a new sub bill that will incorporate all of the changes. We believe it would be most useful to have them in a single document, which we hope to have ahead of next Wednesday.

Rep. Patterson is available between 8:30am-2pm next Wednesday, Nov 15. Please "reply all" with what works best for you. The location is currently TBD but will likely be in a conference room in the Riffe. If you're not available please send me and Ciara any feedback you'd like to have discussed at the meeting. We can also set up a conference line for anyone not able to join in person.

Thank you,

Stephen M. Harris

Legislative Aide to Rep. John Patterson
Ohio House of Representatives - District 99
Stephen.Harris@ohiohouse.gov
614-466-1405



Join Rep. Patterson for his weekly office hours!
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I_132_0874-4

132nd General Assembly
Regular Session
2017-2018

Sub. H. B. No. 318

A BILL

To enact section 3313.951 of the Revised Code to
define the necessary qualifications and
responsibilities of school resource officers.

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BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:

Section 1. That section 3313.951 of the Revised Code be
enacted to read as follows:

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Sec. 3313.951. (A) (1) A school resource officer who is
appointed to provide services to a school district or school on
or after the effective date of this section shall satisfy both
of the following conditions:

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(a) Complete a basic training program approved by the Ohio
peace officer training commission, as described in division (B)
(1) of section 109.77 of the Revised Code;

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11
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(b) Complete at least forty hours of school resource
officer training through one of the following entities, as
approved by the Ohio peace officer training commission:

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14
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(i) The national association of school resource officers;

16



bq84ouabq6jwxqhniaorrx

<u>(ii) The Ohio school resource officer association.</u>	17
<u>(2) A certified training program provided by an entity</u>	18
<u>described in division (A)(1)(a) or (b) of this section shall</u>	19
<u>include instruction regarding skills, tactics, and strategies</u>	20
<u>necessary to address the specific nature of all of the</u>	21
<u>following:</u>	22
<u>(a) School campuses;</u>	23
<u>(b) School building security needs and characteristics;</u>	24
<u>(c) The nuances of law enforcement functions conducted</u>	25
<u>inside a school environment, including understanding the</u>	26
<u>psychological and physiological characteristics consistent with</u>	27
<u>the ages of the students in the assigned building or buildings,</u>	28
<u>deescalation techniques, and behavior management strategies;</u>	29
<u>(d) The mechanics of being a positive role model for</u>	30
<u>youth, including appropriate communication techniques which</u>	31
<u>enhance interactions between the school resource officer and</u>	32
<u>students;</u>	33
<u>(e) Providing assistance on topics such as classroom</u>	34
<u>management tools to provide law-related education to students</u>	35
<u>and methods for managing the behaviors sometimes associated with</u>	36
<u>educating children with special needs;</u>	37
<u>(f) The mechanics of the laws regarding compulsory</u>	38
<u>attendance, as set forth in Chapter 3321. of the Revised Code;</u>	39
<u>(g) Identifying the trends in drug use, eliminating the</u>	40
<u>instance of drug use, and encouraging a drug-free environment in</u>	41
<u>schools.</u>	42
<u>(3) The Ohio peace officer training commission shall adopt</u>	43
<u>rules, in accordance with Chapter 119. of the Revised Code, for</u>	44

the approval of an entity described in division (A) (1) (a) or (b) 45
of this section that provides certified school resource officer 46
training. 47

(B) (1) In accordance with the requirements prescribed in 48
this section, a school resource officer may work in one or more 49
school districts or schools providing the following services: 50

(a) Assistance with adoption, implementation, and 51
amendment of the comprehensive emergency management plan 52
required under section 3313.536 of the Revised Code; 53

(b) Carrying out any additional responsibilities assigned 54
to the school resource officer under the employment engagement, 55
contract, or memorandum of understanding, including but not 56
limited to: 57

(i) Providing a safe learning environment; 58

(ii) Providing valuable resources to school staff members; 59

(iii) Fostering positive relationships with students and 60
staff; 61

(iv) Developing strategies to resolve problems affecting 62
youth and protecting all students. 63

(2) A school resource officer shall consult with local law 64
enforcement officials and first responders when assisting a 65
school district's administrator in the development of a 66
comprehensive emergency management plan. 67

(C) A school resource officer may, in accordance with the 68
standards and requirements applicable to Ohio peace officers and 69
the limitations set forth in division (D) of this section, 70
engage in any of the following acts while carrying out the 71
school resource officer's duties: 72

<u>(1) Make an arrest;</u>	73
<u>(2) Conduct a search or seizure of a person or property</u>	74
<u>when there is probable cause that the person has committed or is</u>	75
<u>committing a criminal offense;</u>	76
<u>(3) Carry a firearm;</u>	77
<u>(4) Exercise other police powers necessary to enforce the</u>	78
<u>laws of this state.</u>	79
<u>(D) (1) A school resource officer shall not ask a school</u>	80
<u>employee to conduct a search for law enforcement purposes.</u>	81
<u>(2) Unless there is a reasonable suspicion that the</u>	82
<u>student has on the student's person a weapon capable of serious</u>	83
<u>bodily injury, the officer shall not initiate or participate in</u>	84
<u>a physically invasive search of a student.</u>	85
<u>(3) A school resource officer shall not engage in the</u>	86
<u>custodial interrogation of a student unless the following</u>	87
<u>conditions are satisfied:</u>	88
<u>(a) The student's parent or guardian has been notified of</u>	89
<u>the interrogation.</u>	90
<u>(b) The interrogation is delayed for a period of time that</u>	91
<u>permits the parent or guardian to arrive at school and be</u>	92
<u>present.</u>	93
<u>(c) In a developmentally appropriate manner, the officer</u>	94
<u>advises the student of the student's rights under Miranda v.</u>	95
<u>Arizona (1966), 384 U.S. 436, and subsequent decisions.</u>	96
<u>(E) The school district or school administrator shall have</u>	97
<u>final decision-making authority regarding all matters of school</u>	98
<u>discipline. Absent direction from the school principal or other</u>	99

administrator, a school resource officer shall not regard as a 100
criminal matter any offense that violates the student code of 101
conduct or student rules, including public disorderly conduct, 102
profanity, or fighting, provided the offense does not result in 103
serious physical injury or involve a weapon. 104

(1) The school district or school and the school resource 105
officer shall work cooperatively to determine what offenses are 106
school discipline matters and when to escalate a school 107
discipline matter to a law enforcement matter, except that any 108
offense of violence or other offense that directly creates an 109
imminent threat to the health, safety, or security of the 110
student or any other person shall be a law enforcement matter. 111

(2) To the extent that it complies with Title XXIX of the 112
Revised Code, a school district or school and school resource 113
officer may include in the employment engagement, contract, or 114
memorandum of understanding, a list of school discipline 115
matters, the factors that may escalate a school discipline 116
matter to a law enforcement matter, and the criteria for 117
determining when a school resource officer may question, 118
interrogate, or arrest a student. 119

(F) As used in this section: 120

(1) "Custodial interrogation" means any line of 121
questioning during which: 122

(a) A peace officer is present. 123

(b) The questions are reasonably likely to elicit 124
incriminating responses. 125

(c) A reasonable, similarly aged person in the student's 126
position would: 127

<u>(i) Consider oneself to be in custody; and</u>	128
<u>(ii) Consider one or more of the questions to be in search</u>	129
<u>of answers that could result in a criminal investigation or</u>	130
<u>prosecution.</u>	131
<u>(2) "Law enforcement agency" has the same meaning as in</u>	132
<u>section 149.435 of the Revised Code.</u>	133
<u>(3) "Peace officer" has the same meaning as in section</u>	134
<u>2935.01 of the Revised Code.</u>	135
<u>(4) "School resource officer" means a peace officer who is</u>	136
<u>appointed by a law enforcement agency and a school district to</u>	137
<u>provide services to a school district or school as described in</u>	138
<u>this section.</u>	139

From: EdWeek Update Preview

Sent: Friday, December 8, 2017 2:30 AM

To: Derksen, Nick

Subject: What's Behind the Record Rises in U.S. Graduation Rates? (Analysis & Data)

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UPDATE >

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= A Special Ed. Teacher Turned Superintendent Zeroes In on Struggling Students = A

Emmanuel Caulk is executing on a plan to restore confidence in Kentucky's Fayette County school system, where financial troubles and inattention to low-income, nonwhite, and special education students had drawn criticism. He is one of three

